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Croatian Applied Linguistics Society  
Kroatische Gesellschaft für Angewandte Linguistik  
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## **ZNAČENJE U JEZIKU – OD INDIVIDUALNOGA DO KOLEKTIVNOGA**

XXXIII. međunarodni znanstveni skup

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## **MEANING IN LANGUAGE – FROM INDIVIDUAL TO COLLECTIVE**

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**Mihaela Matešić / Magdalena Nigoević**

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Suvremena lingvistika značenju je prilazila kroz nekoliko glavnih etapa, od strukturalističkih propitivanja odnosa između jednoga jezičnoga znaka prema ostalim jezičnim znakovima, preko kratkog i samo prividnog napuštanja primarnosti značenja u odnosu na izražajne moći kombinacijskih snaga gramatičkih struktura, sve do danas dominantnih kognitivnosemantičkih istraživanja, koja proučavaju značenje u jeziku u odnosu na koncepte (konceptualizaciju) te druge sposobnosti i zakonitosti čovjekova uma. Tijekom čitavoga dosadašnjeg razvojnog puta semantike jedno je od najintragantnijih pitanja ono koje se tiče suodnosa između pojedinca i jezične zajednice u okviru šire relacije znak–značenje. Upravo je taj nužan, ali nedovoljno razjašnjen odnos središnja tema XXXIII. međunarodnoga znanstvenog skupa Hrvatskoga društva za primijenjenu lingvistiku.

U radu ovogodišnjega znanstvenog skupa sudjeluje 124 izlagača iz Hrvatske i inozemstva, a plenarna predavanja održat će: Dagmar Divjak (University of Birmingham), Agnieszka Będkowska-Kopczyk (Karl-Franzens-Universität, Graz), Kristina Štrkalj Despot (Institut za hrvatski jezik i jezikoslovlje, Zagreb), Zrinka Jelaska (Filozofski fakultet, Sveučilište u Zagrebu) i Mateuzs-Milan Stanojević (Filozofski fakultet, Sveučilište u Zagrebu).

Nadamo se da ćemo i ovim znanstvenim susretom nastaviti dobru tradiciju HDPL-ovih skupova, poznatih ne samo po predstavljanju najrecentnijih istraživanja u primijenjenoj lingvistici nego i plodonosnim znanstvenim raspravama.

*Mihaela Matešić i Magdalena Nigoević*

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#### NAPOMENA / NOTE

Sažeci su objavljeni prema prijavljenom jeziku izlaganja. Najprije se navodi sažetak na jeziku izlaganja, a potom sažetak na drugom službenom jeziku skupa. Jezična je redakтура autorska.

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## PLENARNA IZLAGANJA / PLENARY SESSIONS

### **Agnieszka Będkowska-Kopczyk**

*Karl-Franzens-Universität, Graz*

#### **Being Moved, Touched, Shaken. How Sensory-motor Experience Shapes Conceptualization of Mental States in Slavic Languages (Polish, Slovene, and Croatian)**

Since the works of Kövecses (2000) and Gibbs (2005), it has been widely accepted that embodiment is central to understanding emotion concepts. In this talk, we will reflect on how sensory-motor perception of spatial interactions between entities motivates figurative expressions, which refer to emotions and other mental states (e.g. mental pain). We focus on examples with Slavic (Polish, Slovene, and Croatian) transitive verbs that denote 'moving', 'touching', 'hitting', 'shaking', 'hurting', 'breaking', 'crushing', and 'destroying'. In the physical domain, the verbs indicate that the action carried out by an agentive entity results in contact with another entity, but not all of them implicate that this contact affects that entity. Regardless of whether or not these verbs denote an event of physical change, they always express an event of mental change when used figuratively. Consequently, they can be classified as mental verbs with the semantic role of Experiencer assigned to the direct object (as presented in Levin 1993). However, in contrast to other verbs of this type, these verbs do not designate any specific mental state. An overview of their dictionary meanings in all three languages shows that they are defined with reference to a degree of their intensity or to other psychological states.

The aim of the study is to describe a conceptual structure of mental states denoted by these verbs (and their corresponding participles and nouns) by using the methods of Cognitive Linguistics, and the Theory of Conceptual Metaphor in particular. We will examine how components of the events resulting in a physical contact are mapped onto events resulting in a change of mental state.

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## Dagmar Divjak

University of Birmingham

### There, and back Again? Between Individual Usage and Collective Structure

*Not all those who wander are lost.*

J.R.R. Tolkien

During most of the 20th century, the classical Saussurean distinction between *Langue* and *Parole* dominated mainstream linguistic theory. Separating the two and declaring *Langue* to be the object of linguistic study, allowed the Saussureans to focus on the “neat and tidy” side of linguistics and to describe language structure independently of language use in terms of schematized paradigmatic and syntagmatic relations. This abstractive and discrete frame of description marginalized a plethora of usage phenomena, a trend that was further reinforced by the Chomskyan focus on competence and his taste for algebraic formalizations.

Nevertheless, there have always been dissidents who denounced the reductionism inherent in discrete and abstractive models. The past few decades have witnessed a surge in explicitly continuous models, both for analysis and for representation, couched in cognitive and functionally oriented frameworks. Significant progress was made in the direction of usage-based frameworks, too. Usage, always observable, has become the focal point in an ever-growing number of studies. But has structure been forgotten?

No doubt, structure is omnipresent in linguistic description and theorizing, but the questions that I would like to pose in this talk are (1) do speakers distil and store structure out of use – is essentially continuous input ever discretised and what purpose would this serve, and (2) if speakers distil abstract units from messy input, how similar is such a user-structure to the structure proposed by linguists? Structure is an abstraction over usage data that removes variation to reveal the skeleton of a system and very little is known about the amount of variation that is discarded in the process of idealisation (i.e., in traditional linguistic analyses).

In this talk I will present excerpts from work done as part of the Leverhulme-funded Out of Our Minds project [<https://outofourminds.bham.ac.uk>]. We set out to change the ways in which languages are described, modelled and taught by taking an interdisciplinary approach involving linguistics, psychology and engineering, with the end goal of proposing a new way of describing language data that yields a cognitively plausible description of speakers’ linguistic knowledge. To achieve this goal, we implement the requirement for cognitive reality in linguistic analysis at the theoretical, methodological and descriptive levels, and model our data considering individual differences between users. I will present the results we have achieved so far in the areas of morphology (Divjak *et al.* in preparation; Milin and Divjak in preparation), syntax (Divjak 2018) and semantics (Milin *et al.* 2017, Divjak *et al.* under revision) across a range of Slavonic languages.

Dąbrowska, E. (2008). The effects of frequency and neighbourhood density on adult native speakers’ productivity with Polish case inflections: An empirical test of usage-based approaches to morphology. *Journal of Memory and Language* 58: 931–951

Dattner, E. (in press). The Hebrew dative: usage patterns as discourse profile constructions. *Linguistics*.

Divjak, D.; Milin, P.; Ez-zizi, A.; Józefowski, J.; Adam, C. (in preparation). Modelling the elusive case: a discrimination learning approach to allomorphy in the Genitive Singular of Inanimate Masculine Nouns in Polish (working title).

Divjak, D.; Milin, P. (under revision). Making the most of the context: individual differences in implicit visual sequence learning determine how skilled readers explore and exploit contextual information.

Divjak, D. (2018). Binding Scale Dynamics: Fact or Fiction? In: Van Olmen, Daniel; Mortelmans, Tanja; Brisard, Frank (eds.), *Aspects of Linguistic Variation*. De Gruyter: Berlin, 9–42. [Trends in Linguistics – Studies and Monographs 324].

Divjak, D.; Szymor, N.; Socha-Michalik, A. (2015). Less is more: possibility and necessity as centres of gravity in a usage-based classification of core modals in Polish. *Russian Linguistics. International Journal for the Study of Russian and other Slavic Languages* 39 (3): 327–349.

Milin, P.; Divjak, D.; Baayen, H. (2017). A learning perspective on individual differences in skilled reading: Exploring and exploiting orthographic and semantic discrimination cues. *Journal of Experimental Psychology: Learning, Memory & Cognition* 43 (11): 1730–1751.

Milin, P.; Divjak, D. (in preparation). Dynamic interplay within Slavic nominal paradigms in reading (working title).

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## **Zrinka Jelaska**

*University of Zagreb*

### **The Distinctions among Synonyms**

Synonyms are somewhat controversial topic for linguists. Not only do they offer various definitions, terminology (e.g. total, complete, absolute, true, exact, partial, descriptive, propositional), or classifications (two, three or more groups), some claim that (true) synonyms either are very rare, or do not exist at all. Due to different theoretical criteria, it is not always easy to distinguish between synonymic and other meaning relations between lexemes, such as variants, interlectal equivalents, as some linguists deny synonymic status to words that others consider synonyms.

However, in language acquisition synonyms are important concept as they are necessary in building a larger vocabulary. L1 and L2 learners need to understand the major, as well as the subtle meaning differences between a pair or a group of synonyms in order to keep the same overall meaning of a sentence when they want to become more descriptive, or to stress a different meaning. Traditional bilingual dictionaries usually just list various synonyms and meaning related words which are equivalents of a head-word. One needs different methods to search for their meaning differences (Babić 1994, Jelaska and Cvikić 2004). In this talk I will show how viewing synonyms as organized according to the prototype theory, where one or some lexemes are central member(s), while others are more or less marginal (e.g. Jelaska 2007), may be used in vocabulary teaching and learning.

Native speakers typically could use synonymic words, but lack metalinguistic knowledge to explain the differences. On the other hand, FL learners need clear instructions in order to acquire them, in addition to equivalents, definitions and examples. Finding a prototype is a best way to start learning a word as marginal members, esp. the ones which are formed through semantic extension and more frequent (Fulgosi and Tuđman Vuković 2001), could be better understood.

Dictionaries of synonyms where the similar meaning is defined, e.g. cure, heal, remedy: means to rectify an unhealthy or undesirable condition (Langenscheidt 1998: 88), and then a distinctive meaning for each word, e.g. cure implies the restoration to health after disease <searched for new medication to cure the dread disease >; heal may also apply to this, but commonly suggests a restoring to soundness of an affected part after a wound or sore <his wound were slow to heal>; remedy suggest the correction or relief of a morbid or evil condition through the use of a substance or a measure <vainly searched for something to remedy her arthritis > are a useful tool in language teaching. However, they are not only rare types of dictionaries, but typically cover only a small portion of lexicon.

In order to understand the shades of difference between synonyms, as well as make teaching and learning of synonyms easier, both in L1 and L2, some methods and findings of distinctive meaning features between synonyms will be presented through Croatian, English and German examples.

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**Mateusz-Milan Stanojević***University of Zagreb***Individual and Collective, Local and Global in Metaphor**

Throughout the development of conceptual metaphor theory (CMT), several distinctions have emerged. Some of the most influential ones include conventional vs. unconventional metaphors, primary vs. complex metaphors and correlation vs. resemblance metaphors. All these vary between what is individual and what is collective. At its heart, CMT primarily focuses on the collective aspects of conceptual structure. For instance, the anger is the heat of a fluid in a container metaphor is based on the shared experience of containers and the common physiology of anger. Even creative single-shot metaphors have been claimed to relate back to conventional conceptual metaphors through elaboration, extension, questioning, and combining (Lakoff and Turner 1989). With the advent of discourse metaphor theories, various more individual factors (including recontextualization and language play) have gained in importance and were integrated to some extent into CMT (cf. Kövecses's 2015 model).

The aim of this paper is to recast the theory by relying on two perspectives – a local and a global one, which I see as differently from Kövecses's (2015) proposal of local and global context. In my view, the local perspective is syntagmatic and captures the individual usage-based event, with all its contextual pressures including individual experience, cognitive abilities, communicative goals, language play and emotions. On a linguistic level this is realized through a number of local pressures including grammar, lexical schematicity of the source-domain term (the same source-domain term being used in a variety of metaphorical expressions) as well as discursive factors (which include metaphorical clustering and recontextualization). The global view is of a different order – it is a sum of local conceptualizations. The feeling of naturalness of global conceptualizations (such as love is unity) comes from their consistency with a culturally salient and hegemonic framing, which perpetuates the fiction of globality. To substantiate my claims, I will explore local pressures on the example of a corpus study of the metaphors of the term *nacija* 'nation' in Croatian.

**Individualno i kolektivno, lokalno i globalno kod metafora**

Za suvremenu teoriju konceptualne metafore nekoliko je teorijskih opreka od posebne važnosti: opreka između konvencionalnih i nekonvencionalnih metafora, primarnih i složenih metafora te metafora korelacije i sličnosti. Te opreke odražavaju varijaciju između individualnoga i kolektivnoga. Teorija konceptualne metafore prvenstveno se bavi kolektivnim aspektima konceptualne strukture. Primjerice, metafora ljutnja je vruća tekućina u spremniku temelji se na zajedničkom iskustvu spremnika kao i fiziologiji ljutnje. Lakoff i Turner (1989) tvrde da se čak i kreativne metafore koje se koriste jednokratno temelje na konvencionalnim konceptualnim metaforama, koje se razrađuju, proširuju, propituju i kombiniraju. Međutim, s razvojem diskursnih teorija metafore, različiti individualni čimbenici (primjerice rekontekstualizacija i jezična igra) poprimaju sve veću važnost te se do neke mjere uključuju u teoriju konceptualne metafore (takav model razvija Kövecses 2015).

Cilj je ovoga rada ponuditi nov način uključivanja individualnih faktora, i to kroz sagledavanje metafora iz dviju perspektiva – lokalne i globalne (za razliku od onoga što Kövecses (2015) naziva lokalnim i globalnim kontekstom). Lokalna je perspektiva sintagmatska i sastoji se od sagledavanja pojedine uporabe, uz uključivanje kontekstualnih čimbenika poput individualnog iskustva, kognitivnih sposobnosti, ciljeva komunikacije, jezične igre i emocija. Na jezičnoj se razini to realizira kroz različite lokalne faktore koji utječu na metaforički izraz, poput gramatike, leksičke shematičnosti prijenosnika (isti prijenosnik koristi se u različitim metaforičkim izrazima) i diskurzivnih faktora (poput grozdova metafora i rekontekstualizacije). Za razliku od lokalnoga, globalni je pogled drugog reda – on je zbroj lokalnih konceptualizacija. Dojam da su globalne konceptualizacije (poput konceptualne metafore ljubav je cjelina) prirodne proizlazi iz činjenice da su one u skladu s prevladavajućim kulturno-istaknutim načinima sagledavanja stvarnosti, što perpetuira fikciju globalnosti. Opisan teorijski pogled predstaviti ću na primjeru korpusnog istraživanja metaforičkih izraza s riječju *nacija* u hrvatskome.

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Lakoff, G.; Turner, M. (1989). *More than Cool Reason: A Field Guide to Poetic Metaphor*. Chicago and London: University of Chicago Press.

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## Kristina Štrkalj Despot

*Institute of Croatian Language and Linguistics, Zagreb*

### Embodied Simulation and Figurative Thought in the Construction of Meaning

In this talk, I will follow the line of cognitive approaches to meaning adopting the view of transfer of meaning being the central and primary function of language. Within this view, any linguistic patterning may only be explained on the basis of conceptual and embodied individual knowledge, experience, and construal (Bergen 2015) while the grammar consists of structured repository of form-meaning pairings both of grammatical constructions and lexical units (Fillmore and Kay 1993, Lakoff 1987, Langacker 1987, Wierzbicka 1988, Goldberg 1995, etc.).

More specifically, the talk will focus on a simulation-based theory of meaning: simulation semantics within neural theory of language and thought (Feldman and Narayanan 2004, Feldman 2006). The idea of embodied simulation is compatible both with cognitive semantic view of meaning being encyclopaedic, embodied, individual, and experiential (Bergen 2012), and with the insights from neuroscience, psychology, and neural computation that focus on discovering how neurons produce meaning in the brain. The central idea of simulation semantics is that the ability to imagine our own and others' actions is the core of understanding. Simulation semantics is based on the theory of frame semantics (Fillmore 1976, 1982 and later); the idea of mental spaces (Fauconnier and Turner 2003), and the discovery of mirror neurons (Rizzolatti, Fogassi and Gallese 2001). The meaning of abstract concepts is explained within conceptual metaphor theory (in this talk specifically within neural theory of metaphor, Lakoff 2008).

In addition to simulation semantics and neural theory of metaphor, I will discuss different approaches to meaning (referential, anti-referential, mentalistic, anti-mentalistic, and usage based, Raffaelli 2015) and compare these distinctions with a neuroscientific distinction between referential semantics, combinatorial semantics, emotional-affective semantics, and abstract semantics (Pulvermüller 2002, 2013). All of these are shown to be necessary for processing meaning in mind and brain, and in my opinion, should be taken into consideration in linguistic semantic theory.

In the end, I will present methods, risks, and challenges of the semantic project I am currently conducting (MetaNet.HR, a project of building a repository of cognitive primitives, image schemas, semantic frames, and conceptual metaphors, Despot *et al.* in press), and will also briefly reflect on the results of theoretically and methodologically different Croatian semantic project Semantic Role Labelling in Slovene and Croatian (Gantar *et al.* 2018).

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## IZLAGANJA U SEKCIJAMA / GENERAL SESSIONS

**Katarina Aladrović Slovaček, Gordana Čosić, Ana Magašić**

*Sveučilište u Zagrebu; Osnovna škola D. Domjanića, Sveti Ivan Zelina; Privatna gimnazija i strukovna škola „Svijet“, Zagreb*

**Lexical Semantic Analysis of the Way Children Express Emotions**

The process of acquiring any language, including Croatian, starts in the mother's womb when a child gets to know the world by listening. A child gradually acquires a language it is exposed to, simultaneously to its psychocognitive development from the first scream, cry, the first inarticulate and then articulate sounds, rhythmical logathoms and eventually the first word which appears at the age of one. This process is accompanied by telegraphic speech lacking closed word classes, auxiliary verbs, grammatical communication, and it is characterised by leaving out or switching sounds in a word and also using neologisms and individual lexemes, lexemes which differ, at least in one component, from the same lexemes used by an adult speaker. Research has shown that the foundations for a mother tongue are developed around the age of three, and around the age of six children pronounce all the sounds of the Croatian language, whereas their knowledge of grammar (morphology and syntax) isn't automatized until the age of twelve when the phase of concrete thinking ends and the phase of abstract thinking starts. In this early period a child's vocabulary is progressively broadened and so a six-year-old uses around 4000 to 6000 words and upon starting school a child acquires yearly from 500 to 1000 new words. Vocabulary enrichment is one of the goals of Croatian language teaching, even though, in reality, there is no strategy for achieving that goal. This is why it is the aim of this paper to examine which words and expressions children of pre-kindergarden, pre-school and younger school age use when describing the feelings of joy, sadness and fear. The research will encompass ten children per each of the following groups: kindergarden age (3-4 years), pre-school age (6-7 years) and younger school age (first and second grade). An interview will be conducted with the examinees and its results transcribed and then analysed on both semantic and grammatical level with special emphasis on the used adjectives. The obtained results will be compared with regard to the age groups previously defined.

**Leksičko-semantička analiza dječjih iskaza u izražavanju osjećaja**

Proces usvajanja svakoga pa tako i hrvatskoga jezika započinje još u majčinoj utrobi kada dijete slušanjem upoznaje svijet oko sebe. Od prvoga krika, plača, prvih neartikuliranih, a potom i artikuliranih glasova, ritamskih logatoma do prve riječi koja se pojavljuje oko prve godine, dijete postepeno, u skladu s psiho-kognitivnim razvojem usvaja jezik kojemu je izložen. Proces usvajanja praćen je telegrafskim govorom bez uporabe nepromjenjivih vrsta riječi i pomoćnih glagola, gramatičkim poopćavanjem, ispuštanjem ili zamjenom glasova u riječi te uporabom neologizama i komunikata, leksema koji se barem u jednoj sastavnici razlikuju od istoga leksema odraslih govornika. Istraživanja pokazuju da se temelj materinskoga jezika oblikuje oko treće godine, a oko šeste godine djeca izgovaraju sve glasove hrvatskoga jezika, dok se znanje gramatike (morfologije i sintakse) automatizira tek oko dvanaeste godine kada završava konkretna i započinje faza apstraktnoga mišljenja. U tom ranom razdoblju progresivno raste i djetetov rječnik, pa šestogodišnjak u svome rječniku ima otprilike 4000 do 6000 riječi, a polaskom u školu dijete godišnje ovladava s 500 do 1000 novih riječi. Bogaćenje rječnika jedan je od ciljeva nastave hrvatskoga jezika, iako strategija za ostvarenje toga cilja zapravo ne postoji. Upravo zato cilj je ovoga rada ispitati koje riječi i izraze koriste djeca vrtićke, predškolske i mlađe školske dobi u opisu osjećaja sreće, tuge, ljutnje i straha. U istraživanju će sudjelovati po desetero djece vrtićke dobi (3 – 4 godine), predškolske dobi (6 – 7 godina), te mlađe školske dobi (prvi i drugi razred). S ispitanicima će se provesti intervju čiji će se rezultati transkribirati i potom analizirati na leksičko-semantičkoj i gramatičkoj razini, s osobitim naglaskom na analizi upotrijebljenih pridjeva te će se dobiveni rezultati međusobno usporediti s obzirom na dobnu skupinu.

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## Goranka Antunović, Zvonimir Novoselec

Sveučilište u Zagrebu

### Kuca li srce jednako na švedskom i na hrvatskom?

Idiomatski izrazi su, gledano iz kognitivnolingvističke perspektive, motivirani konceptualnim metaforama, metonimijama i kulturnim modelima (Kövecses 2002). Polazeći od tog uvjerenja, dosadašnja su kognitivnosemantička istraživanja idiomatskih izraza sa sastavnicom *srce* u hrvatskom i *hjärta* ('srce') u švedskom, provedena na jednojezičnim korpusima, pokazala da su oni motivirani ograničenim brojem kulturnih modela (Novoselec 2017). U oba se slučaja radi o kulturnom modelu osjećaja i o fizičkom modelu srca te, kao najmanje izraženom, intelektualnom modelu srca. Svaki od modela razrađen je konceptualnim metaforama, od kojih se mnoge temelje na konceptualnim metonimijama. Granice između modela su, međutim, prilično fluidne jer, iako se svima njima na značenjskoj razini izražavaju osjećaji, povjerenje i iskrenost, u svakoj se konceptualizaciji profiliraju pojedini njezini aspekti, povezani s određenim značenjima. Kontrastiranjem švedskih i hrvatskih izraza ustanovljeno je da, u okviru pojedine konceptualizacije, mnogi imaju vrlo slično značenje, a nerijetko su i formalno (strukturno) slični. S obzirom na te okolnosti, kao i na već uočenu sklonost hrvatskih književnih prevoditelja sa švedskog da čuvaju frazeološku vrijednost izvornika (Antunović 2007), može se očekivati da će hrvatski prijevodi idiomatskih izraza sa sastavnicom *hjärta* u književnim tekstovima često biti prevedeni postupkom koji podrazumijeva upotrebu hrvatskog izraza „sličnog sadržaja i forme“ (usp. Baker 2011 /2008/). U ovom će se istraživanju analizom primjera iz prijevodnog švedsko-hrvatskog korpusa, sastavljenog od deset švedskih romana i njihovih objavljenih prijevoda na hrvatski, provjeriti je li to doista slučaj, a u primjerima u kojima jest, kvalitativnom će se analizom razmotriti odnos izvornog idiomatskog izraza i njegovog prijevoda. Provjerit će se ostvaruje li se prijevodom „ekvivalencija na razini slikovlja“ za koju Tabakowska kaže da je „treba smatrati jednim od osnovnih kriterija procjene književnog prijevoda“ (1993: 132) odnosno koju su drugu vrstu ekvivalencije prevoditelji skloni ostvarivati (v. Kenny 2004 /1998/, Baker 2011 /2008/). Kvalitativna će analiza poslužiti i da se razmotri opis samog postupka „upotrebe frazema slične forme i sadržaja“.

### Does the Heart Beat Equally in Swedish and in Croatian?

A cognitive linguistic theoretical framework considers idioms to be motivated by conceptual metaphors, metonymies and cultural models (Kövecses 2002). Adopting this view, earlier monolingual corpus-based studies of Croatian and Swedish idioms containing the word *srce* and *hjärta* respectively have shown that the idioms are motivated by a limited number of cultural models (Novoselec 2017). In both languages these are the cultural model of the heart, the physical model of the heart, and, more seldom, the intellectual model of the heart. Each of the models is elaborated by metaphorical conceptualizations, many of which are based on metonymic mappings. The borders between the models are, however, rather fluid. Even if on the linguistic level all the idioms, regardless of the model they belong to, express feelings, trust or sincerity, on the conceptual level certain aspects of conceptualizations are profiled reflecting different meanings. By contrasting the Croatian and Swedish idioms the earlier studies have established that many idioms related to a certain conceptualization have very similar meaning(s) and are often formally (structurally) similar. In view of these circumstances, as well as of the already observed inclination of Croatian translators of Swedish fiction to try to match the phraseological value of the source text (Antunović 2007), it can be expected that Croatian renderings of idioms including the word *hjärta* in literary texts will often involve “an idiom of similar meaning and form” (cf. Baker 2011 /2008/). This study will analyse examples from a Swedish-Croatian translation corpus, consisting of ten Swedish novels and their published Croatian translations, to establish whether this indeed is the case. When it is, a qualitative analysis will be carried out to assess the relationship between the source idioms and their respective translations. The analysis will seek to establish whether there exists an “equivalence on the level of imagery”, which in Tabakowska’s opinion “should be taken as one of the basic criteria of assessment of literary translations” (1993: 132) or if the translators have given preference to a different kind of equivalence (see Kenny 2004 /1998/, Baker 2011 /2008/). The qualitative analysis is also expected to provide interesting insights regarding the strategy of “using an idiom of similar meaning and form”.

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**Valentina Bago, Tihana Kraš**

*Sveučilište u Rijeci*

### **The Attitudes of Parents in Croatia Towards Early Foreign Language Learning**

This paper reports the results of a study which explores the attitudes of parents in Croatia towards early foreign language learning (i.e. the learning of a foreign language as a compulsory subject from the first year of primary school). More precisely, the study aimed to determine (a) whether parents in Croatia have positive attitudes towards early foreign language learning, (b) whether they consider English as more important than other school subjects in the first four years of primary school, and (c) if there is a relationship between parents' age, level of education, the number of foreign languages they speak and their previous experience of foreign language learning in school, and their attitudes towards early foreign language learning.

The sample consisted of 110 parents of children who attend Croatian medium primary schools in Croatia. Parents' attitudes were surveyed through an online questionnaire which is an adaptation of the fourth part of a questionnaire used in the Early Language Learning in Europe (ELLiE) project (Enever 2011). The questionnaire consisted of two parts. In the first part, parents were asked to evaluate 19 statements about early foreign language learning and six statements about the relationship between English and other school subjects in the first four years of primary school on a five-point Likert scale. Parents were also required to say whether they inform themselves about early foreign language learning and how they do it. The second part of the questionnaire focused on the socio-demographic and other parent-related variables relevant for the study.

The results revealed that parents in Croatia have positive attitudes towards early foreign language learning, but that they do not consider English as more important than other school subjects in the first four years of primary school. Weak and inconsistent relationships between parents' age, level of education, the number of foreign languages they speak and their experience of foreign language learning in school and their attitudes towards early foreign language learning were discovered, which calls for further research.

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## Tatjana Balažić Bulc, Vesna Požgaj Hadži

University of Ljubljana

### Akademsko pismo između dviju kultura

U domaćoj lingvistici znanstvena je komunikacija još uvijek često obilježena mitovima o neutralnosti jezičnih elemenata i odsustvu emocionalno-ekspresivnih elemenata pomoću kojih se stvara dojam objektivnosti, autonomnosti i samodovoljnosti znanstvenoga diskursa (Katnić-Bakaršić 2012). Međutim, činjenica je da se uloga akademske zajednice u postmodernom društvu drastično promijenila, a time se mijenja i jezik znanosti, prije svega zbog utjecaja suvremenih tehnologija, internetizacije te posljedično demokratizacije društva. Na taj se način sve više ruše granice između akademskog diskursa i neformalnije, osobne komunikacije. Također se mijenja i pogled na svrhovitost pisanja znanstvenih tekstova, što znači da funkcija znanstvenoga teksta nije samo referencijalna odnosno informativna, već autor koristeći različite metode, argumente i retoričke strategije pokušava uvjeriti čitatelja u svoje stavove i, konačno, utjecati na njegovo mišljenje. Prema tome, akademski se diskurs, kao i svaki drugi, uvijek odvija na dvjema razinama koje Hyland (2005) naziva propozicijskom i metadiskursnom. Prva se odnosi na sadržaj, a druga, koja se propituje u ovome radu, ima u vidu interakciju između autora i čitatelja. Potonju razinu autor eksplicitno uspostavlja na nekoliko načina: a) izborom različitih jezičnih elemenata, odnosno retoričkih strategija organiziranja teksta, b) uspostavljanjem kontakta s primateljem poruke i c) iznošenjem vlastitih stavova prema sadržaju teksta. Te strategije dijelom ovise o autorovu individualnom stilu, a dijelom su kulturološki uvjetovane. U radu se na temelju korpusne analiza i analize diskursa pokušavaju odrediti tipične metadiskursne retoričke strategije u hrvatskom i slovenskom akademskom diskursu. Analizom znanstvenih članaka različitih disciplina određuju se kulturološke karakteristike hrvatskoga i slovenskoga znanstvenoga pisma. Nakon toga kontrastivnom analizom rezultati se međusobno uspoređuju i analiziraju se sličnosti i razlike između dviju kultura. Unatoč tome što je riječ o srodnim jezicima i susjednim kulturama pretpostavlja se, a to pokazuju i prethodna istraživanja (v. npr. Katnić-Bakaršić i Požgaj Hadži 2005, Katnić-Bakaršić i Požgaj Hadži 2010, Požgaj Hadži i Balažić Bulc 2013, Balažić Bulc i Požgaj Hadži 2016 i 2018), da razlike između hrvatskoga i slovenskoga akademskog diskursa ipak postoje.

### Academic Writing between Two Cultures

Academic communication in our linguistics is still often characterised by myths about the neutrality of language elements and the absence of emotionally expressive elements, creating the impression of objectivity, autonomy and self-sufficiency of academic discourse (Katnić-Bakaršić 2012). However, the role of academic community in the postmodern society has drastically changed, causing also the changes in academic language, primarily because of the influence of modern technologies, internetization and the resulting democratization of the society. In that way, the boundaries between academic discourse and more informal, personal communication seem to disappear. In addition, the attitude towards the purposefulness of writing academic texts is also changing, which means that the function of academic text is not only referential, i.e. informational, but the writer also tries to persuade the reader into their attitudes, and finally, influence the reader's opinion by using various methods, arguments and rhetorical strategies. Therefore, academic discourse, as any other, always unfolds on two levels, propositional and metadiscoursal (Hyland 2005). The former refers to the content, while the latter, discussed in this paper, takes into account the interaction between the writer and the reader. The writer explicitly establishes the second level in several ways: a) by choosing different language elements or rhetorical strategies for text organization, b) by establishing contact with the message recipient, and, c) by expressing their attitudes towards the text content. These strategies are partly dependent upon the writer's individual style, but are also partly culturally conditioned. Based on the corpus analysis and discourse analysis, the paper aims to determine typical metadiscoursal rhetorical strategies in the Croatian and Slovenian academic discourse. By analysing academic articles in various disciplines, the paper also reveals the cultural characteristics of Croatian and Slovenian academic writing. Results are further compared between the two languages and similarities and differences between the two cultures are analysed. Despite the fact that these are related languages and neighbouring cultures, it is assumed that the differences between the Croatian and Slovenian academic discourse do exist, which has already been proven by several previous research studies (cf. Katnić-Bakaršić and Požgaj Hadži 2005, Katnić-Bakaršić and Požgaj Hadži 2010, Požgaj Hadži and Balažić Bulc 2013, Balažić Bulc and Požgaj Hadži 2016, 2018).

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Požgaj Hadži, V., Balažić Bulc, T. (2013). "Leksikalni arsenal" Vladimirja Pogačnika. *Linguistica* 53, 1, 263–272.

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## **Katica Balenović, Maja Balić Motušić**

*Sveučilište u Zadru*

### **University Students' Productive Knowledge of English Collocations**

A number of studies on the acquisition of collocations by non-native speakers of English mostly focused on investigating collocational errors in general English that indicated learners' poor collocational knowledge (Ellis 2001, Stubbs 2002, Nesselhauf 2003, 2005). Most of EFL learners are not aware of the existence of collocational relations among the words as a kind of "natural order" in the given language, which are different from collocational relations in their mother tongue. Negative language transfer of interference from the learner's L1 is, according to some studies (e.g. Chaneel 1981, Durrant and Schmitt 2009), the crucial factor that has caused the lack of collocational competence among EFL learners. The purpose of this paper is to explore students' knowledge of collocations in academic texts with the primary focus on productive level. The study was conducted among 46 second-year students of the Teacher Department at the University of Zadar studying English as a part of an EAP (English for Academic Purposes) course. Students were given a collocation test containing sentences which they had to complete. In the first part of the test, students were given the first letter of the word in order to provoke the production process and in the second part students were required to write down the collocation without any assistance. Both grammatical and lexical collocations were proposed. Furthermore, the error analysis has been made in accordance to students' understanding and their knowledge of the meaning of collocations as well as their process skills. The study showed that committed students' errors on the productive level, including grammatical and lexical collocations, were similar and repeated, which provided a pattern showing a low level of students' collocational competence. Therefore, students should become aware that collocations are acquired as single units from L2 lexicon, not from collocational relations in their mother tongue.

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## Ivančica Banković-Mandić

*Sveučilište u Zagrebu*

### Kolektivna i individualna značenja u hrvatskome kao J2 govornika albanskog jezika

U ovom će se radu pokušati ilustrirati sociolingvistički profil studenata tijekom trotjedne izborne nastave hrvatskog jezika na Filološkom fakultetu *Hasan Prishtina* u Prištini.

Iznimno velika motivacija za učenje hrvatskog jezika svakako je vrlo poticajna za nastavnika. Studentima je pak dodatna motivacija za učenje uočavanje zajedničkog leksičkog sloja albanskog i hrvatskog jezika: *tavan, podrum, patlidžan, torta*...Zajednički sloj leksema posljedica je albanskog i hrvatskog jezika u kontaktu s istim jezicima – ponajviše s turskim jezikom i južnoslavenskim jezicima.

Iako je srpski jezik na Kosovu uz albanski službeni jezik, danas mlađa populacija na Kosovu uopće ne govori i ne razumije srpski, a niti bilo koji drugi slavenski jezik. Engleski jezik studentska populacija govori i razumije izvrsno, ali manji dio studenata ne govori ni engleski iako je on dio obaveznog osnovnoškolskog i srednjoškolskog obrazovanja. Uz engleski, neki studenti govore francuski, talijanski i turski. Srpski jezik koji poznaje generacija roditelja polaznika nastave hrvatskog jezika konzervirao je neke riječi koje danas ne govore govornici suvremenog srpskog jezika (primjerice *drugarica* u značenju *prijateljica*).

Najzanimljivija tema studentima je tradicijska kultura (na mikrorazini studentske populacije nema socioantropomastičkih mijena, sva osobna imena studenata su tradicionalna albanska). Također, zanimljive su im teme iz svakodnevnog života (odjeća i prehrana). Inače, popularnost ovih tema prisutna je i u drugih neizvornih govornika hrvatskog jezika (Đurđević, Cvitanušić Tvico 2012). Književnost, kazalište i klasična glazba uglavnom su im bile nezanimljive iako većina polaznika tečaja hrvatskog jezika studira albanski jezik ili albansku književnost.

U ortografiji često su hrvatska slova zamjenjivana albanskim slovima za sličan fonem – ć kao q, š kao sh. U pisanju na hrvatskom jeziku studenti prenose neke tipične strukture albanskog jezika - pridjev slijedi imenicu. Oni koji dijelom poznaju srpski jezik učestalo upotrebljavaju konstrukcije *da+prezent* u situacijama u kojima se one u hrvatskom standardu ne upotrebljavaju. Morfološka odstupanja uglavnom idu prema češćoj upotrebi nominativa i infinitiva u situacijama u kojima treba upotrijebiti druge oblike. U oslovljavanju nastavnika i u vježbama u kojima se oponaša neka situacija, primjerice razgovor konobara i gosta, studenti često prelaze na ti-obraćanje i ne upotrebljavaju vokativ (*Da te pitam, profesorica! Što ti jedeš?*).

### Collective and individual meanings of Albanian speakers in Croatian as L2

This work will attempt to illustrate the sociolinguistic profile of the students during the three-week Croatian language teaching at the Faculty of Philology, Hasan Prishtina in Prishtina.

A great motivation for learning Croatian language is certainly very encouraging for teachers. Students have an additional motivation to learn Croatian because of some common words (*tavan, podrum, patlidžan, torta* etc.) as result of two languages in contacts with the same languages, mostly with Turkish and South Slavic languages.

Serbian language in Kosovo is official language as Albanian, but today the younger population in Kosovo does not speak and does not understand Serbian, nor any other Slavic language. Student population speaks and understands excellent English language, but fewer students do not speak English even though it is obligated in elementary and secondary education. Some students speak French, Italian and Turkish. Serbian language, known to the generation of student's parents, has preserved some words from period of ex Yugoslavia which are not spoken today by speakers of contemporary Serbian language (e.g. *drugarica* in meaning *prijateljica*).

The most interesting topic for students is the traditional culture (there are no socioantrophonomic variations in names of the student population, all the personal names of students are traditional Albanian). Also, themes about they like to talk are from everyday life (clothing and nutrition). These themes are the most interested to other foreign students of Croatian language (Đurđević, Cvitanušić Tvico 2012). Literature, theater and classical music were mostly unattractive although most of the Croatian language course students have studied Albanian language or Albanian literature.

In orthography, Croatian characters are often replaced by Albanian letters for a similar phonemes – Croatian ć as q, š as sh. In writing in Croatian, students use some typical Albanian language structures - the adjective follows the noun. Those who speak a little of Serbian language use constructions *da+ present tense* in situations where that structure is not used in the Croatian standard language. Morphological deviations largely go towards frequent use of nominatives and infinitives in situations where other forms should be used. In addressing teachers and in exercises where some situation is imitated, such as conversation between waiters and guests, students often switch to the non polite addressing in formal situation and they don't use vocative case (*Da te pitam, profesorica! Što ti jedeš?*).

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**Ivana Bašić**

*Sveučilište u Zagrebu*

**What Gender are the Characters in the Croatian Translations of Oscar Wilde's *The Happy Prince and Other Tales*?**

This paper discusses the factors that govern the translator's choice of translation equivalents in the target language. The basis for the textual analysis and the ensuing discussion were the existing Croatian translations of Oscar Wilde's short story collection *The Happy Prince and Other Tales*, namely the various translation solutions employed by individual translators in translating nouns that are normally common and unmarked for gender in English, or are treated as neuter (referred to by the pronoun *it*), but which Wilde marks as either feminine or masculine since he personifies their referents (e.g. Swallow-he, Reed-she, Nightingale-she). In translating these nouns into Croatian (a language in which nouns are grammatically marked for gender), the translator is faced with the following choice: either to keep the default grammatical gender of the Croatian noun (e.g. swallow-she, reed-she, nightingale-he) or to disregard the grammatical gender and come up with a translation solution that preserves the gender ascribed to the particular character by the author. The first part of the talk will concentrate on the findings of the textual analysis of a number of Croatian translations of two stories from the collection - *The Happy Prince* and *The Nightingale and the Rose* – which exhibit a range of translation solutions used by various translators (Harambašić, Velikanović, Krešić, Paljetak, Raos, Gregorić, Bauer) in the period between the earliest to the most recent Croatian translations of Wilde's stories. I will also present the results of the analysis of paratextual bits (prefaces, afterwords, translator's notes) found in various editions, in which the translators explicitly explain their reasoning in making a particular translation choice. In the second part of the talk I will present the results of a survey conducted among future translators (33 students of the first year of the English graduate programme, translation track) with the aim to gather qualitative data, namely to examine which of the existing translation solutions the students prefer and why, what their reasoning is in tackling a particular translation issue, and what affects their choices. The survey was conducted using the methods of an open-question written questionnaire and a semi-structured group interview in three groups of 11 students each. In the final part of the talk I will discuss the results of both the survey and textual analysis, which confirm that translation is a linguistic, cognitive and social activity which reflects both the individual and collective knowledge and ideologies of the translator and the community for whom the translation is intended, as well as the translator's experience and their level of competence and emancipation (Chesterman 2000). The results of the survey also indicate that (critical) discourse analysis is a viable and necessary tool in the training of future translators (Trosberg 2002).

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## Silvija Batoš

*Sveučilište u Dubrovniku*

### **Words of English Slant: Pegs to Hang Ideas on**

The English media tradition refers mainly to the style of UK and US media, which can often be less formal than in other countries. Of course some of the media are more formal than others, but people from other traditions are sometimes surprised by the chatty, playful or humorous nature of some language even in serious newspapers.

What is slant? What are possibilities of slant in Anglo-American tradition? What are slant types and aspects? It is open to debate whether it is a way for powerful media owners to influence readers' opinions, or whether readers want and expect slant, in order to reinforce views they already hold. But, there will always be editorial choices about what stories to include, how to approach each story, which should be lead stories, etc. Is there complete or neutral objectivity? What are results of strict objectivity? Media are often criticized for spinning a story. What is bias? What is bias towards ease and expediency? What is bias in favour of the exceptional over the ordinary? What is social bias?

We shall try to answer the research questions through the analysis of the English media articles and socio-cultural case studies. The focus is on the language which is notorious for containing strange vocabulary, unusual grammar and large amounts of wordplay and cultural references. They make the language extremely challenging for non-native speakers to understand.

An important aspect of slant is the use of different types of vocabulary to present certain information in either a positive or negative light. The use of vocabulary is apparent with emotive vocabulary. Emotive language is designed to create a strong emotional reaction in readers, such as disgust, shock or sympathy.

Our contribution is to arouse interest in reading and listening to English media, so one can understand the connection with everyday surrounding, finding out that the words are just pegs to hang ideas on.

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[http:// www.economist.com/research](http://www.economist.com/research)

<http://www.eln.com/newsstand/current>

<http://www.language.ldc.upenn.edu/nll>

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**Leda Berio**

*Heinrich Heine Universität*

### **Thinking Grammatically: The Role of Syntactic Structures in Cognitive Processes**

In her syntactic bootstrapping proposal, de Villiers (2003) claims that acquisition of complement structures, like (1), provides a new representational format that can be used to attribute mental states.

(1) Vega thinks *P o V.subject CP* [there is a unicorn living on the roof]

The claim that the acquisition of syntax has a role in cognitive development is supported by empirical results (Lohmann and Tomasello 2003). However, the exact nature of the representations involved and the details of the mechanism are yet to be investigated. Proponents of the bootstrapping hypothesis have proposed theories including (i) assumptions on a Chomskyan distinction between I-language and E-language, where I-language constitutes the representational format that provides the structure used in cognitive reasoning or (ii) the appeal to a Logical Form, i.e. a NL syntax-based representational format, as the main means of high-level cognitive processing (following Carruthers 2002).

In this paper, I build on the associationist account of the relation between Language and Thought proposed by Tillas (2015) to provide, as an alternative, an account of the syntactic bootstrapping mechanism that does not necessarily rely on a distinction between I-language and E-language nor commit to Logical Form as the dominating format of high-level reasoning. The account relies on experienced-based networks of (i) intralinguistic associations, (ii) conceptual associations and (iii) concept-label associations. Frequency of co-occurrence determines both the weight of connections in the network and activation patterns. In the model, labels associated to concepts carry information about the structures they most frequently appear in and about their relation to other labels, which allows thought to “piggyback” on language to build propositional structures used in reasoning.

This account extends the explanatory potential of an associationist view of the relation between conceptual representations and sign, indicating potentially viable incorporation of the syntactic bootstrapping mechanism in a more general view of the interaction between syntactic structures and high, non-linguistic cognitive skills. This account provides further support in favour of the position that syntactic structures can have specific roles in language acquisition – e.g. facilitating attribution of propositional attitudes.

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de Villiers, J. (2003). Can language acquisition give children a point of view? In: O. U. Press (Ed.), *Why language matters for theory of mind*, 186–219. New York: New York, NY; US.

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**Zdravka Biočina, Iva Bašić***Sveučilište u Zagrebu***Metodologija akustičkih snimanja**

Sociolingvistika i sociofonetika u žarište svojih istraživanja postavljaju izvornoga govornika. S obzirom na to da različiti ciljevi istraživanja zahtijevaju i različite metodološke postavke, izuzetno je važno ispravno procijeniti koji su postupci nužni i dovoljni kako bi se valjano ispitala postavljena istraživačka pitanja. U dosadašnjem praktičnom radu autorica, u kojem je snimljeno više od 300 govornika, stečeno je opsežno metodološko iskustvo te su iznjedrena raznovrsna pitanja. U brojnim se radovima naglašava važnost optimalnih uvjeta snimanja kojima se pridonosi spontanosti govornika, posebice sa svrhom prikupljanja audio materijala organskih idioma. U manjem broju akustičkih studija ispitani su i utjecaji različitih vrsta govornih stilova, udaljenosti od mikrofona (Vermeulen 2009; Fraser 2017), položaja glave (Jovićić, Jovanović, Subotić & Grozdić 2015) i sl., na vrijednosti različitih akustičkih parametara u engleskome jeziku, nizozemskom, srpskome itd. U ovome će se radu ispitati utjecaj uvjeta akustičkih snimanja na procjenu vrijednosti različitih akustičkih parametara (formantske frekvencije i fundamentalna frekvencija). Za potrebe istraživanja snimljena su dva govornika (jedan muški i jedan ženski glas) urednoga glasa i govorno-jezičnoga statusa. U prvome dijelu snimanja govornici su čitali kraći tekst, dok je u drugome dijelu prikupljen spontani govor u obliku intervjua. Oba su govornika snimljena u jutarnjem i popodnevnom terminu, u dvama različitim uvjetima: u studiju za akustička snimanja te u prostorijama sa sniženom razinom buke (kvalitetnim snimačem). Govornici su također snimljeni na različitoj udaljenosti od mikrofona te s različitim položajima glave u odnosu na mikrofona. S obzirom na to, u radu su postavljena tri istraživačka pitanja: hoće li različit a) termin snimanja, b) uvjeti snimanja i c) udaljenost i položaj glave u odnosu na mikrofona, utjecati na vrijednosti formantskih frekvencija te fundamentalne frekvencije? Osim toga, u radu će se ukazati i na metodološke pojedinosti koje bi valjalo sagledati kod prikupljanja audio materijala, s ciljem akustičke analize. Provedenim istraživanjem nastoji se pridonijeti rasvjetljavanju pojedinih akustičkih pitanja te olakšati budućim istraživačima postavljanje potrebnih metodoloških postavki u sociolingvističkim, sociofonetskim te fonetskim forenzičkim studijama, zbog nedvojbenoga utjecaja na analizu podataka i rezultate.

**Methodology for Acoustic Recording**

Sociolinguistics and sociophonetics place the native speaker in focus of their research. Since different research goals demand a different methodological setting it is very important to assess which steps are necessary and sufficient to answer the research questions. In so far, the authors of this paper recorded more than 300 speakers, which gave them ample methodological experience, but also opened a lot of questions. In many previous studies, the importance of optimal conditions of recording which contribute to a spontaneous spoken reaction of the speaker is emphasised, especially for the purpose of collecting audio material of dialect speech. Influences of different speaking styles, microphone distance (Vermeulen 2009, Fraser 2017) and head position (Jovićić, Jovanović, Subotić and Grozdić 2015) on acoustical parameters in English, Dutch, Serbian, etc. were examined in a smaller number of acoustic studies. This paper will look into conditions of acoustic recording and their influence on different acoustic parameters (formant frequencies and fundamental frequency). For the purposes of this research two speakers (one male and one female voice) with healthy voice and speech and language development were recorded. In the first part of the research, speakers read a short text, while in the second part the spontaneous speech was recorded. Both speakers were recorded in the morning and in the afternoon in two different settings: in the studio for acoustic recording and in the room with lower noise level, both with a high-quality recorder. Speakers were also recorded at a different distance from the microphone and with different head positions. Three research questions were formulated: will different a) terms of recording b) conditions of recording and c) distance and head position relative to the microphone influence values of formant frequencies and fundamental frequency? Apart from that, this paper will emphasize the methodological details that should be taken into consideration while collecting audio material for acoustic analysis purposes. This research aims to contribute to the clarification of specific acoustic issues and to facilitate future researchers to set up the necessary methodological settings in sociolinguistic, sociophonetic and phonetic-forensic studies due to their undoubted influence on data analysis and results.

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**Saša Bjelobaba***Sveučilište u Zagrebu***Kompleksni pojmovi kao determinatori prijedložnog značenja na primjeru talijanskih prostornih prijedloga**

Koristeći rezultate kvalitativne semantičke analize provedene na korpusu talijanskih prostornih prijedloga, autor zagovara tezu da je najprikladniji način za objašnjenje prijedložnih značenja (koja često manifestiraju raznolikost i unutar same prostorne domene) postuliranje kompleksnih pojmova koji ih određuju, a u sebi obuhvaćaju i funkcionalne i prostorne odrednice. Te su značenjske sastavnice (osobine) ustrojene prema Wittgensteinovom načelu obiteljskih sličnosti, a predjezični i holistički karakter kompleksnih pojmova (Vandeloise 1986, 1990, 2008) omogućuje govornicima korištenje istog oblika za kodiranje izazito širokog raspona srodnih, ali ne potpuno jednakih prostornih odnosa. Štoviše, spomenute su heterogene pojmovne strukture dostupne govornicima kao cjeline i u situacijama u kojima nije aktualizirana svaka pripadna sastavnica. Ta se kohezivnost tumači funkcionalnom naravi većine sastavnica, što podrazumijeva njihovu međusobnu uključivost koja se temelji na asocijacijskim vezama između pojedinih osobina (značenjskih sastavnica), pa su one tako raspoređene u čvrste snopove koji postoje u govornikovom mentalnom leksikonu kao cjeline, a ne kao odjelita značenja. Zahvaljujući pragmatičkim čimbenicima, tj. govornikovom utjelovljenom znanju o svijetu i prostoru (Žic Fuchs 1991, 2009), korištenjem tako ograničene skupine leksema kao što su prijedlozi, moguće je izreći izrazito širok raspon prostornih odnosa. Nadalje, autor predlaže novi način simboličkog prikazivanja kompleksnih pojmova kao tipova i njihovih kontekstualnih varijacija kao varijanti.

U tu svrhu predlaže lik hobotnice kao simbol za kompleksnost prijedložnog značenja, pri čemu njezini krakovi simboliziraju aktualizirane (tamnosiva nijansa) i neaktualizirane osobine (svjetlosiva nijansa) koje su pripadne određujućem kompleksnom pojmu. Zahvaljujući svom simboličkom karakteru, takav bi način prikazivanja (čija je svrha prvenstveno heurističke naravi) trebao otkloniti mogućnost pripisivanja kognitivne vrijednosti dvodimenzionalnom grafičkom rješenju (Vandeloise 1990, Sandra i Rice 1995), što se često događa u slučaju mrežnih modela. Analogna struktura simbola kojima se prikazuju kompleksni pojmovi kao tipovi i onih kojima se prikazuju kontekstualne elaboracije kao varijante, ukazuju na prividnost dispariteta između pojmovne i leksičke polisemije, odnosno ističe potpunu kompatibilnost kompleksnih pojmova i značenja prijedloga kao polisemnih leksema.

**Complex Concepts as Determinators of Prepositional Meaning: The Case of Italian Spatial Prepositions**

Using the outcome of a qualitative semantic analysis carried out on Italian spatial prepositions as empirical evidence, the author makes the case for the idea that the most adequate way to account for prepositional meanings (which often diversify even within the domain of space) consists in postulating the underlying complex concepts that are composed of functional and spatial components. These components (characteristics) are organised according to Wittgenstein's principle of family resemblances. The pre-linguistic and holistic nature of these concepts (Vandeloise 1986, 1990, 2008) allows speakers to use prepositions for encoding a wide array of cognate, yet not identical, spatial relations. Moreover, the heterogeneous structure of a complex concept that determines the meaning of a preposition is available to speakers as a whole even in situations where not all components are activated. It is presumed that the functional nature (which implies inclusiveness based on associative links between individual features) of most of the components allows them to be arranged in clusters and exist in the speaker's mental lexicon as wholes and not as individual distinct meanings. It is pragmatics, i.e. the speakers' embodied knowledge of the world and space (Žic Fuchs 1991, 2009) that makes the use of such a limited group of lexemes an effective means for encoding the immense complexity of spatial relations. Furthermore, the author proposes a method of symbolic representation of both complex concepts and their contextual elaborations.

Specifically, the figure of an octopus was chosen to represent the complexity of prepositional meaning, and its tentacles as symbols of active or non-active features pertaining to the concept. Due to its symbolic character and its primarily heuristic purpose, this kind of graphic representation of prepositional meaning is supposed to evade the attribution of a cognitive value to its two-dimensional layout (Sandra and Rice 1995, Vandeloise 1990), which often occurs with network models. The analogous structure of symbols representing complex concepts and contextual elaborations are indicative of the full compatibility between conceptual and lexical polysemy.

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**Goranka Blagus Bartolec***Institut za hrvatski jezik i jezikoslovlje, Zagreb***Kolokacija ili jednorječnica – pitanje je sad: Bliskoznačni i istoznačni odnosi između kolokacija i jednorječnih leksičkih jedinica u hrvatskome jeziku**

Sinonimija (ali i drugi leksički odnosi poput antonimije, hiperonimije, hiponimije, meronimije itd.) na kolokacijskoj razini u postojećoj literaturi nedovoljno je opisana i vrednovana u hrvatskom jeziku. U stranoj literaturi najiscrpniji opis takvih odnosa donio je Meljčuk (2001), a u novije vrijeme prisutni su radovi o kolokacijskoj sinonimiji iz korpusne perspektive i primarno su usmjereni na razvoj alata za izdvajanje sinonimnih kolokacija s obzirom na širi kontekst u kojima se pojavljuju. Zasad se ipak istoznačnost najčešće opisuje na razini jedne riječi, a glavni je kriterij određivanja je li nešto sinonim jednaka definicija u leksikografskom opisu (primjerice, sinonimi krevet i postelja, pravilan i točan, obući se i odjenuti se). U praksi je značenjska podudarnost prisutna, međutim, i na višerječnoj razini, a ostvaruje se na dva načina: u podudarnosti dviju (ili više) višerječnih sveza (polovni automobil / rabljeni automobil, bračni krevet / bračna postelja, blag dodir / nježan dodir) te u podudarnosti višerječne sveze i jednorječnoga leksema (drugo stanje / trudnoća, biti u dvojbi / dvojiti, panova frula / siringa, fotografski album / fotoalbum). Razrada ovoga problema temeljit će se na primjerima iz Kolokacijske baze hrvatskoga jezika Instituta za hrvatski jezik i jezikoslovlje koji će se usporediti s podacima dobivenim iz korpusa hrWaC te će se istražiti u koliko mjeri recentni rječnici hrvatskoga jezika prepoznaju istoznačnost višerječnih sveza i jednorječnica. U konačnici, glavni je cilj istraživanja opisati dvoje: 1. formalna obilježja takvih istoznačnica i bliskoznačnica (tvorbena, morfološka, sintagmatska), te 2. s obzirom na stvarni kontekst i stil tekstova u kojima se upotrebljavaju, u koliko se mjeri značenjska podudarnost između višerječnih sveza i jednorječnica temelji na istoznačnim, a u koliko na bliskoznačnim odnosima.

**Collocation or Single Word – the Question Is Now: Synonymy and Near-Synonymy Between Collocations and Single Word in Croatian**

Synonymy (but also other lexical relationships such as antonyms, hyperonyms, hyponyms, meronyms, etc.) on the collocational level is not sufficiently described and evaluated in the existing Croatian literature. In the foreign literature the most detailed description of such relationships was brought by Meljčuk (2001). More recently, works on the collocational synonymy from the corpus perspective are prevailing, and are primarily focused on the development of tools for the extraction of synonymous collocations from the wider context in which they appear.

Synonymy is most often described on the level of single word, and the main criterion for determining whether something synonymous is the same definition of meaning in the lexicographic description (for example, *krevet* i *postelja* 'bed', *točan* i *pravičan* 'correct and accurate', *obući se* and *odjenuti se* 'dress up'). In practice, the synonymy is also present on the collocational level, and is realized in two ways: 1. in matching two (or more) collocational phrases (*polovni automobil* / *rabljeni automobil* 'used car', *bračni krevet* / *bračna postelja* 'double bed', *nježan dodir* / *blag dodir* 'gentle touch'), and 2. in matching collocations and single word (*drugo stanje* / *trudnoća* 'lit. another state / pregnancy', *biti u dvojbi* / *dvojiti* 'be in doubt / doubt', *panova frula* / *siringa* 'pan pipes', *fotografski album* / *foto album* 'photograph album/ photo album'). In elaborating this problem in the paper, the examples from the Croatian Collocation Database (made in the Institute of Croatian Language and Linguistics) will be compared with the data obtained from hrWaC corpus and will be explored how recent Croatian dictionaries recognize the synonymous relations between collocations and single words.

Finally, the main goal of the research is to describe two things: 1. formal features of such synonyms and near-synonyms (formative, morphological, syntagmatic) and 2. considering the actual context and style of texts in which they are used, how much the semantic coincidence between collocations and single words is based on synonymous relations, or how much is based on near-synonymous relations.

Mel'čuk, I. (2001). *Collocations and Lexical Functions. Phraseology Theory, Analysis, and Applications*. Oxford – New York, 23–53.

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**Tea Bolonja, Ivo Fabijanić**

*Sveučilište u Zadru*

**Discourse Analysis of Advertisements in Croatian Women's Magazines: the Case of  
*Cosmopolitan* and *Gloria***

The aim of this paper is to explore and present discursive strategies used in advertisements in Croatian editions of women's magazines and compare the findings to those of some previous research. The corpus for the analysis has been collected from two magazines – *Gloria* and *Cosmopolitan*. The analysis was conducted on three levels: textual, discourse practice and social practice. The research has shown that a variety of discursive strategies is used on all three levels of the analysis in order to attract the customers and persuade them into buying the product.

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## Marija Brala-Vukanović

*Sveučilište u Rijeci*

### **Deictic Gestures: from (Abstract) Pointing to (Verbal) Meaning**

It is generally known and accepted that communication involves a combination between verbal and non-verbal, most notably gestural tools. In fact, gestures, their role(s) in speaking as well as the interplay between gesture and communication i.e. gesture and language have been widely studied in the past 50 years or so (McNeill 2000, Tomasello 2003). Following an initial theoretical review of the development of gesture and communication, in the central part of the paper we will focus on deictic pointing. We will explore deictic pointing by gesture, as well as deictic pointing by language. More specifically, we will rely on the results of an analysis of Croatian deictic terms to try and observe a link between the gestural and lexical possibilities (or, rather, needs?) of meaning encoding. The aim of the paper is to propose a twofold academic contribution: a) at a general level, the goal of the presentation is to offer a snapshot of the most interesting approaches and findings stemming from the current academic interest in deictic communication (Levinson *et al.* 2018); and b) at the particular level, the underlying idea defining both the paper topic and the approach is to pinpoint the (potential) contribution of the system of Croatian demonstratives to both the understanding of deixis as a phenomenon, but also to the research of issues such as grammaticalization and language evolution.

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**Mario Brdar, Tanja Gradečak-Erdeljić, Barbara Kružić**  
*Sveučilište Josipa Jurja Strossmayera u Osijeku*

### **Uporaba metafore u zdravstvenoj komunikaciji**

U posebice teškim zdravstvenim slučajevima kao što su karcinomi, komunikacija se pažljivo konstruira oko fokalnih točaka kao što su simptomi, tretman ili oporavak, a posebice oko mogućnosti smrti oboljele osobe. Za razliku od istraživanja u engleskom (Gibbs i Franks 2002, Semino i dr. 2004, 2017) ili njemačkom (Agstner 2008, Schiefer 2006) jeziku, do sada u hrvatskoj stručnoj literaturi nije bilo temeljitijih istraživanja o uporabi metafora u medicinskom diskursu, pa se u sklopu projekta *Figurativni jezik u zdravstvenoj komunikaciji* koji se provodi na Sveučilištu Josipa Jurja Strossmayera u Osijeku jedna od aktivnosti usmjerila na istraživanje pisane *online* komunikacije oboljelih međusobno, kao i samih zdravstvenih djelatnika kao dijela konačnog cilja projekta, a to je provjeriti koliko figurativni izrazi mogu doprinijeti poboljšanju komunikacije odnosno ometati ju. Cilj je istraživanja predstavljenog u ovome radu usporediti učestalost uporabe dviju od najčešćih konceptualnih metafora u ovom kontekstu kao što su BOLEST JE NEPRIJATELJ ili BOLEST JE PUTOVANJE.

Pomoću metode MIPVU (Steen i dr. 2010) provest će se kvantitativna i kvalitativna analiza korpusa prikupljenog iz internetskih izvora kao što su forumi o liječenju raka i savjetodavne mrežne stranice, kao i službena digitalna izdanja o liječenju i postupanju s oboljelima od raka (udruge oboljelih od raka, udruge za borbu protiv raka itd.). Ekstrahiranjem metaforičkih izraza pomoću Sketchengina obradit će se njihova pojavnost, učestalost, tipovi konceptualnih metafora i odrediti kontekst u kojemu preteže neka od njih.

Pilot istraživanjem utvrdilo se da pacijenti i njima bliske osobe koriste metaforičke izraze mnogo češće od liječnika i ostalih zdravstvenih djelatnika, što je u skladu s nekim od prethodnih istraživanja (Semino i dr. 2017), kao i da se u hrvatskom korpusu mnogo češće pojavljuje metafora BOLEST JE NEPRIJATELJ za koju je npr. u britanskoj javnosti bilo mnogo kritike.

Rezultati istraživanja trebali bi dati naznake koja od tih dviju metafora imaju veću učestalost, a time i veću ukorijenjenost u određenoj skupini govornika te sukladno tome i kako bi se međusobna komunikacija između liječnika i oboljelih mogla usmjeravati u skladu s osnažujućom ili obeshrabrujućom funkcijom određenih metafora (Semino i dr. 2017).

### **The Use of Metaphor in Health Communication**

In particularly serious medical cases, such as carcinoma, communication is construed rather carefully around the focal points such as symptoms, treatments or recovery, and especially around the possibility of the death of the patient. Unlike research in the English (Gibbs and Franks 2002, Semino *et al.* 2004, 2017) or the German language (Agstner 2008, Schiefer 2006), Croatian scientific literature has not seen any more thorough research on the use of conceptual metaphors in medical discourse. The Josip Juraj Strossmayer research project entitled *Figurative language in health communication* focused one of its activities to researching written online communication among cancer patients, and of health professionals themselves. It is part of the main objective of the project which is to study how figurative expressions may contribute to facilitating better communication management, that is prevent it.

The aim of the research presented in this paper is to compare the frequency of use of the two most frequent conceptual metaphors in this context, such as ILLNESS IS ENEMY or ILLNESS IS JOURNEY.

Using the MIPVU method (Steen *et al.* 2010) a quantitative and qualitative analysis of the corpus from various Internet sources will be done, some of those being forums on cancer treatment, medical advice web pages, and specialised digital publications on cancer treatment (published by cancer patient associations, cancer fighting league etc.). Metaphorical expressions will be elicited by using Sketchengine and their frequency, conceptual metaphor types and the context pertaining to them will be determined.

A pilot study established that patients and their closest ones use metaphorical expressions much more frequently than the doctors, which complies to some of the previous research findings (Semino *et al.* 2017), and that the more frequent in the Croatian corpus is the ENEMY conceptual metaphor, much criticised in the British public.

The research results should indicate which of those two metaphors is more frequent and thus more entrenched in a specific group of speakers. They would also contribute to the findings of how the communication between health professionals and patients should be guided in line with the empowering or disempowering function of some metaphors (Semino *et al.* 2017).

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## Sara Brodarić Šegvić

*Sveučilište u Splitu*

### Engleski krematonimi u nazivima hrvatskih glazbenih sastava

U Uvodu u hrvatsko imenoslovlje, Petar Šimunović (2009) zadnje poglavlje posvećuje krematonimiji, mlađoj grani onomastike. Rogošić i Alfiredić (2010) krematonime definiraju kao imena za objekte materijalne i duhovne kulture, koji obuhvaćaju izuzetno široko područje. Prethodna istraživanja ističu da je postojanje krematonima danas očiti zbog njihove sve veće prisutnosti u ekonomskoj, komercijalnoj, društvenoj i kulturnoj sferi (Galkowski, 2015). Među krematonimima društvenih udruga u širem smislu Šimunović (2009) navodi i imena glazbenih skupina, a u navedenom poglavlju skreće pozornost na sveprisutnost stranih krematonima u hrvatskom jeziku kao odraz globalizacije. Istražujući prisutnost stranih krematonima u Rumunjskoj, Radu i Cotoc (2016) također ističu da je njihov porast jedan od znakova globalizacije u njihovoj zemlji. U ovom radu analiziraju se engleski krematonimi u nazivima hrvatskih glazbenih sastava. S obzirom na rastuću prisutnost engleskog jezika u svim medijima, bilježi se njegova velika zastupljenost i u nazivima hrvatskih glazbenih grupa. Taj je trend razumljiv jer izvođači teže da naziv skupine bude zvučniji mlađim generacijama više orijentiranim na engleski jezik, ali i stoga što ime glazbenog sastava na engleskom jeziku pruža veću mogućnost plasiranja vlastite glazbe na svjetsko tržište. Kao korpus za analizu odabrana su imena prikupljena konzultiranjem popisa aktualnih izvođača najpoznatijih hrvatskih diskografskih kuća, izvođača nominiranih za hrvatsku glazbenu nagradu Porin, te službenih rang-lista najizvođenijih skladbi Hrvatskog društva za zaštitu izvođačkih prava (HUZIP) u proteklih pet godina. Od prikupljenih krematonima izdvojeni su i analizirani oni koji sadrže engleske riječi ili izraze, elemente engleskog podrijetla i anglicizme, te je taj dio korpusa podijeljen u više skupina uzimajući u obzir različite načine na koje je engleski jezik prisutan u ovim krematonimima. Rezultati pokazuju da se znatan dio korpusa sastoji od naziva na engleskom jeziku ili sadrži engleske elemente. Svrha ovog rada jest ukazati na mnogobrojnost engleskih krematonima u nazivima hrvatskih glazbenih sastava, utvrditi u kojim su glazbenim žanrovima najprisutniji te u konačnici steći uvid u njihove funkcije i raznovrsne razloge njihove pojave.

### English Chrematonyms in the Names of Croatian Musical Groups

In *An Introduction to Croatian Onomastics*, Petar Šimunović (2009) dedicates the last chapter to chrematonymy, a more recent branch of onomastics. Rogošić and Alfiredić (2010) define chrematonyms as names for objects of material and intangible culture with a broad range of applications. Previous research suggests that today the existence of chrematonyms is increasingly apparent due to their massive proliferation in the economic, commercial, social, and cultural field (Galkowski 2015). Among the chrematonyms of social organizations in a broader sense, Šimunović (2009) also mentions the names of music groups and in this chapter he draws attention to the omnipresence of foreign chrematonyms in the Croatian language as a result of globalization. In a study on the presence of foreign chrematonyms in Romania, Radu and Cotoc (2016) also point out that their rise is one of the signs of globalization in their country.

This paper analyses the occurrence of English chrematonyms in the names of Croatian music bands. Given the growing presence of English in all media, we can also notice the impact of this language in the names of Croatian musical groups. This trend can easily be accounted for as musicians strive for a band's name that will appeal to the more English language-oriented younger generations, while having an English band name might also give them more possibilities of placing their music on a world market. The analysed corpus includes musical groups' names which were selected by consulting the list of currently active artists signed by the most famous Croatian record labels, performers nominated for the Croatian music award *Porin*, and the Croatian performers' rights collecting society – HUZIP's official lists of most-played songs over the past five years. Out of the collected chrematonyms, those containing English words or expressions, elements of English origin and Anglicisms were selected and analysed, while this part of the corpus was also divided into several groups according to the various ways in which these chrematonyms make use of the English language. The results show that a substantial part of the corpus consists of English-language names or names containing English elements. The aim of this paper is to draw attention to the number of English chrematonyms in the names of Croatian musical groups, to determine which musical genres they are most prominent with and finally gain insight into their functions as well as the various reasons for their occurrence.

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**Marija Deželjin, Romana Glavor, Dora Kolarić, Lucija Košković, Marko Liker***Sveučilište u Zagrebu***Elektropalatografska i ultrazvučna analiza apikalnih i laminalnih frikativa u hrvatskom**

Prednji su lingvalni frikativi artikulacijski i aerodinamički vrlo složeni glasovi, a vrlo mala razlika u obliku glavnog artikulatora u mnogim jezicima uzrokuje promjenu značenja (mijenja fonemski lik glasa) (Koenig i sur. 2008). Jedna je od takvih razlika i razlika u obliku jezika između apikalnog i laminalnog izgovora.

Neka istraživanja pokazuju da ovakva razlika u artikulacijskoj gesti ne uzrokuje perceptivnu razliku, a neka da značajno utječe na percepciju frikativa (Dart 1991). Tvrdnja da su dentalni sibilanti uvijek apikalni (Ladefoged i Maddieson 1986) može ukazivati na moguću govornu univerzaliju ali i posljedično, na redundantnost apikalnog i laminalnog određenja. S druge strane, postoje hipoteze da je u nekim jezicima apikalno laminalna razlika nužna za uredno provođenje nekih fonoloških pravila (npr. Hale 1973). Iz svega navedenoga jasno je da problem apikalnosti i laminalnosti u izgovoru frikativa uključuje nekoliko istraživačkih područja u fonetici i fonologiji. Podaci o artikulacijskoj konfiguraciji hrvatskih prednjih lingvalnih frikativa ograničeni su i ne pružaju jasan uvid u ovaj važan aspekt njihovog izgovora. Jedan je od razloga za ovakvu podzastupljenost činjenica da su artikulacijska istraživanja frikativa složena pa je nužna simultana upotreba više sofisticiranih kinematskih tehnika.

Stoga je cilj ovoga istraživanja bio analizirati kinematiku izgovora hrvatskih frikativa /s/ i /ʃ/ i to prvi put pomoću simultanih akustičkih i ultrazvučnih te akustičkih i elektropalatografskih snimaka.

Očekivalo se da će elektropalatografski signal pružiti informaciju o tome što se tijekom frikativa događa na mjestima dodira jezika i nepca, a da će ultrazvučni signal pokazati kako izgledaju oni dijelovi jezika koji ne dodiruju nepce. Isti govorni materijal devetero izvornih govornika hrvatskog ponovilo je četiri puta za ultrazvučno snimanje i četiri puta za elektropalatografsko snimanje. Rezultati su pokazali da se dentoalveolarni /s/ i postalveolarni /ʃ/ razlikuju i u mjestu artikulacije i u obliku jezika, ali isto tako da ispitanici koriste različite strategije za artikulaciju svakog od tih frikativa. Rezultati su također pokazali da korištenje ultrazvučne i elektropalatografske metode daje puno jasniju sliku o izgovoru frikativa od one dobivene samo jednom od tih metoda. Rezultati ovog istraživanja raspravljaju se u kontekstu recentnih kinematskih podataka te u kontekstu koartikulacijskih teorija.

**Electropalatographic and Ultrasonic Analysis of Croatian Apical and Laminal Fricatives**

Anterior lingual fricatives are complex sounds in articulatory and aerodynamic terms (Koenig *et al.* 2008). The difference between the two fricative sounds often lies in very small changes in articulatory settings. One such small change is the difference in tongue shape between the apical and the laminal fricatives. Previous researches show that the difference in apical/laminal productions do not cause changes in perception, while others demonstrate that perceptual consequences are considerable (Dart 1973). The claim that dental sibilants are always apical (Ladefoged and Maddieson 1986) can be taken as evidence of a possible language universal characteristic, and consequently as evidence that laminal and apical distinction is redundant in world's languages. On the other hand, it has been hypothesized that laminal and apical categories are necessary for the conditioning of certain phonological rules (Hale 1973). All the above clearly indicate that the issue of apical vs laminal productions covers several research areas in phonetics and phonology. Data on articulatory strategies in Croatian anterior lingual fricatives are limited and do not include information on tongue configuration. One of the reasons for this is the fact that kinematic researches into fricative productions are complex and require a combination of various kinematic techniques.

The aim of the present investigation is to analyse speech kinematics during Croatian fricatives /s/ and /ʃ/ whereby simultaneous acoustic and ultrasonic plus acoustic and electropalatographic recordings of Croatian speech are utilised for the first time. It is expected that electropalatographic data will provide information on tongue-to-palate contact characteristics, while ultrasonic data will show the characteristics of overall tongue shapes. Nine native speakers of Croatian repeated the same speech material four times for the electropalatographic recording and four times for the ultrasonic recording.

The results showed that /s/ and /ʃ/ differed not only in their articulatory placement but also in overall tongue configuration. However, the analysis also revealed considerable inter-speaker differences in the phonetic distance between the two fricatives. The benefits of the combination of electropalatographic and ultrasonic techniques are clearly demonstrated. The results are discussed in terms of recent kinematic data on fricative productions and in terms of coarticulation theories.

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**Vesna Deželjin***Sveučilište u Zagrebu***Komunikacijska funkcija zoonima u hrvatskom i talijanskom jeziku**

Komunikacijska se funkcija jezika može ostvarivati na različite načine, no živi je govor povlašten medij u kojemu je dostatna i samo jedna riječ kako bi se iskazala njezina složenost. Zoonimi, ako se aktiviraju njihova sekundarna značenja, mogu na osobit način obilježiti komunikaciju. Hrvatskom su jezikoslovlju poznati mnogobrojni izolirani radovi u kojima se analizira funkcionalnost naziva za životinje kao sastavnih dijelova nemaloga broja frazema sa zoonimskom sastavnicom (usp. primjerice Omazić 2002, Vidović Bolt, Crneković 2015), odnosno važnost iste vrste riječi u gradnji teksta i karakterizaciji likova (Deželjin 2012) te, nadalje, u ostvaraju totalne komunikacije između govornika i sugovornika u kojoj se sveobuhvatno prožimaju sva raspoloživa sredstva i strategije te svaki izraz sa zoonimskom sastavnicom govori i o izvanjezičnoj stvarnosti u kojoj je nastao (Pinarić 2002).

U ovoj se prigodi promišlja o zoonimima u hrvatskom i talijanskom jeziku. U istraživanju se govori o zoonimima (njih dvadesetak u svakom jeziku) koje su izvorni govornici hrvatskoga i talijanskoga (u dobi između dvadeset i šezdeset godina) izdvojili kao društveno prihvaćene i time prikladne za izražavanje emotivnosti govornika, odnosno kao emotivne pragme.

Analiza pragmatičkih funkcija koje ti nazivi za životinje mogu vršiti u hrvatskom i talijanskom jeziku omogućava istodobno da se uoči položaj svakoga zoonimnog pragmea unutar vlastitoga sustava, pri čemu se primjećuju podudarnosti i odstupanja u izboru pojedinih zoonima kojima se u hrvatskom i talijanskom može pripisati isto emotivno značenje u odnosu prema sugovorniku ili referentu. Uz to, razmatraju se sličnosti i razlike u formi pragmea koji se javljaju kao samostalna riječ, frazem ili izraz opisna značenja.

**Communicative Function of Zoonyms in Croatian and Italian**

Communicative function of a language can be realized in various ways, but a vivid direct communication and a spontaneous speech is a privileged medium in which a single word is sufficient to express the complexity of this function.

Zoonyms, by activating their secondary meanings, can influence remarkably the quality of communication. Croatian speaking scholars are well acquainted with papers which study the functionality of zoonyms which form numerous phraseological units (cf. for instance Omazić 2002, Vidović Bolt 2014, Crneković 2015), or the importance of these words in the construction of a literary text and its characters (Deželjin 2012) and, above all, in the realization of total communication between a speaker and his interlocutor when comprehensively infuse all possible means and strategies and each phrase containing a zoonym component speaks clearly about extra-linguistic reality that produced it (Pinarić 2002).

On this occasion I will focus on zoonyms in the Croatian and Italian language. The research was conducted upon zoonyms (twenty items for each language) that ten native speakers of Croatian and Italian (five in each group, aged 20 to 60 years) selected as socially acceptable and suitable to express speaker's emotions and that can be treated as emotional pragmemes. The analysis of pragmatic functions that the selected zoonyms can perform in each language enables to observe also a position of every single item within its own system and to notice that there are correspondences and dissimilarities in the choice of zoonyms that in Croatian and Italian can communicate the same emotional meaning in relation to an interlocutor or a referent. Apart from that, I consider similarities and differences of the studied pragmemes, which appear in various forms, i.e. as an isolated word, a phraseological unit or a phrase with descriptive meaning.

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**Lia Dragojević***Sveučilište u Dubrovniku***Metafora i pomorstvo**

Posljednjih desetljeća znanstvenici iz više grana društveno-humanističkih znanosti prihvaćaju mišljenje da je metafora temelj jezika i mišljenja općenito (Lakoff i Johnson, 2015). Rad opisuje studentsko istraživanje kontrastiranja metafora (engleski i hrvatski jezik). Istražuje se temeljna strukturalna metafora: DOGAĐAJI SU AKTIVNOSTI i podskupina ŽIVOT JE PUTOVANJE (PLOVIDBA). Raslojava se metafora plovidbe koja uključuje specifične, konkretne pojmove kao što su jedra, vesla, brodolomi, korištenje kompasa i nasukavanje. Opisuje se i metafora LJUDI SU BRODOVI (Čulić 2003: 112–118). K tome, predstavljaju se sljedeći konvencionalni metaforički izrazi: *plain sailing*, *sailing through*, *ride out*, *take wind out of your sails*, *in deep water*, *wrench* (someone's chances), *keep your head above the water*, *know/learn the ropes*, *stick your oar in*. Pronalaze se pripadajući prijevodi na hrvatski jezik. Potom se analizira tekst romana Moby Dick, američkoga pisaca 19. st. Hermana Melvillea, koji govori o problemima rase i ropstva, na način da rabi figurativan, metaforičan diskurs i organizira tekst putem izmještanja značenja (brod postaje propalo Španjolsko Carstvo, kostur je znak za Kolumba itd.) (Šesnić, 2001: 163). Metafore iz područja pomorstva brojne su u našem svakodnevnom političkom diskursu. Tako Stanojević (2013: 149) identificira sljedeće metafore: *kormilariti hrvatskom nogometnom lađom*, *drevna hrvatska lađa kormilari* (...), *SDP-ove lađe* (...) dobro plove. Zaključuje se da su metaforični izrazi slični u engleskom i hrvatskom unatoč kulturološkim razlikama.

**Metaphor and Seafaring**

Scholars from various scientific branches of arts and humanities, in recent decades have accepted the idea that a metaphor is the basis of language and thinking generally. The paper describes the students' research into the contrasting of metaphors in English and Croatian. There has been discussed the structural metaphor: *EVENTS ARE ACTIVITIES* and its sub type *LIFE IS A VOYAGE (SAILING)*. The metaphor of sailing has been analysed which includes specific, real concepts such as: *sails*, *oars*, *shipwrecks*, *usage of compass* and *running aground*. The metaphor *PEOPLE ARE SHIPS* has been mentioned, too (Čulić 2003: 117). In addition to it, the following conventional metaphoric expressions have been listed: *plain sailing*, *sailing through*, *ride out*, *take wind out of your sails*, *in deep water*, *wrench* (someone's chances), *keep your head above the water*, *know/learn the ropes* and *stick your oar in*. Their adequate translations have been found in Croatian. Besides that, the text of Moby Dick novel has been tackled. The problems of race and slavery in the novel are dealt with, using figurative, metaphorical discourse. At the same time, the text is organized by means of the transfer of meanings (the vessel becomes the falling Spanish Empire, the skull is the symbol of Columbus etc.) (Šesnić 2001: 163). Maritime related metaphorical expressions are numerous in daily political discourse. Thus, Stanojević identifies the following metaphors: *kormilariti hrvatskom nogometnom lađom*, *drevna hrvatska lađa kormilari* [...], *SDP-ove lađe* [...] *dobro plove*. Finally, it has been concluded that metaphorical expressions are similar in English and Croatian, despite cultural differences.

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## **Branka Drljača Margić, Elisa Velčić Janjetić**

*Sveučilište u Rijeci*

### **Necessary Prerequisites for the Effective Implementation of English-Medium Instruction: A Case Study**

The present study draws on the notion that the successful implementation of English-medium instruction (EMI) in higher education depends on three key factors: a) meeting certain conditions, such as adequate funding and organisation, b) teaching staff commitment, and c) staff members' (linguistic) competences (cf. Drljača Margić and Vodopija-Krstanović 2017, Mellion 2008). The authors enquire not only into the presence of these factors but also into the perception of their fulfilment. The data were collected by means of a questionnaire, comprising open- and closed-ended questions, conducted with 72 teachers at the Faculty of Engineering in Rijeka (FER), Croatia, as well as five individual semi-structured interviews, carried out with the members of FER management.

The findings indicate that the majority of the teachers and the management welcome this educational innovation and consider its introduction to be feasible. Unlike the majority of the faculty, the management believes, that the problems anticipated by the teachers, such as work overload and lack of finances for hiring new staff, would be solved through the revenues obtained from relevant projects and tuition fees. Regarding the teachers' commitment, more than half are willing to hold classes in English; however, it is believed that a better flow of information and institutional support would enhance teachers' inclination to invest extra time and effort in classes and in their professional advancement. As for language competences, despite high levels of self-assessment, the majority expect language assistance from their institution. The teachers also expect the introduction of a language-in-education policy which would sustain an equitable balance between foreign languages and the national language in higher education.

It is argued that if a higher education institution wants to capitalise on the benefits of EMI, it should take a responsible approach to its adoption, involving meeting certain prerequisites, providing language support and ensuring quality assurance.

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**Josip Galić, Magdalena Nigoević***Sveučilište u Zadru, Sveučilište u Splitu***Frazemi u Brešanovoj drami *Predstava „Hamleta“ u selu Mrduša Donja* i njezinu prijevodu na istromletački dijalekt**

Frazem se standardno određuje kao skupina riječi čvrste strukture u kojoj značenje cjeline prevladava nad zbrojem značenja pojedinačnih sastavnica (usp. Menac-Mihalić i Menac 2011). Dijalektalna frazeologija ima svojih specifičnosti jer upućuje na razlike između pojedinih lokalnih govora, dijalekata, ali i na razlike prema standardu (usp. Matešić 1995: 85). Proučavanje dijalektalne frazeologije u hrvatskoj je dijalektologiji intenzivirano u posljednjih petnaestak godina, a osobito snažan zamah doživjelo je objavljivanjem frazeoloških rječnika pojedinih govora (Menac-Mihalić i Menac 2011) ili čitavih dijalekata (Menac-Mihalić 2005; Maresić i Menac-Mihalić 2008). Radi se uglavnom o analizama deskriptivnoga karaktera, u kojima se paralele sa stanjem u drugim (kontaktnim) sustavima povlače uglavnom samo u analizama frazeoloških posuđenica (usp. Menac i Menac-Mihalić 1997; Bezić i Kalebić 2015).

U ovom se radu donosi kontrastivna strukturno-semantička analiza frazema u drami Ive Brešana *Predstava „Hamleta“ u selu Mrduša Donja* (1965), napisanom pretežno novoštokavskim ikavskim dijalektom, i njezinu prijevodu na istromletački dijalekt iz 2017. godine (*La rappresentazione dell'Amleto nel villaggio di Merduscia di Sotto*), za koji su zaslužni Rosanna Bubola i članovi Talijanske drame Hrvatskoga narodnog kazališta Ivana pl. Zajca u Rijeci. Govorni idiomi na kojima su pisani tekstovi pripadaju korpusima hrvatskoga i talijanskoga jezika, pa je to i doprinos kontrastivnoj analizi tih dvaju genetski različitih jezika (jednog slavenskog i jednog romanskog).

Frazemi su u velikoj mjeri uvjetovani kulturno-povijesnim kontekstom i jezičnim mogućnostima. Ponekad su prijevodne inačice frazema uvjetovane gramatičkom strukturom pojedinog jezika i specifičnim izborom neke leksičke sastavnice ili pak razlike proizlaze iz posebnosti nekog naroda, njegovih navika i običaja. Polazeći od originala Brešanove drame, cilj je ovoga rada analizirati ekscerpirane frazeme te usporediti sličnosti i razlike u prijevodnim ekvivalentima. S obzirom na ograničenost korpusa, analizom su obuhvaćeni svi frazemi potvrđeni u tekstovima, neovisno o njihovim strukturnim i semantičkim posebnostima.

**Phrasemes in Brešan's Play "*Predstava Hamleta u selu Mrduša Donja*" and its Translation to the Istrian-Venetian Dialect**

A phraseme (idiom) is traditionally defined as a multi-word expression, characterized by a solid structure, whose meaning is different from the sum of the literal meanings of its constituents (see Menac-Mihalić and Menac 2011). Dialectal phraseology has its own specificity because it points to the differences between individual local idioms, dialects, but also differences with respect to standard varieties (see Matešić 1995: 85). The study of dialectal phraseology in Croatian dialectology has been intensified over the past fifteen years, and especially a strong momentum has been achieved through the publication of the phraseological vocabulary of certain speeches (Menac-Mihalić and Menac 2011) or of dialects (Menac-Mihalić 2005, Maresić and Menac-Mihalić 2008). These studies are, however, limited to the descriptive analyses in which parallels with the situation in other (contact) languages are mainly concentrated on the analyses of the loanwords in the phraseological units (Menac and Menac-Mihalić 1997, Bezić and Kalebić 2015).

This study presents, in a cross-linguistic perspective, structural-semantic analysis of the phrasemes from Ivo Brešan's play "*Predstava Hamleta u selu Mrduša Donja*" [The Performance of 'Hamlet' in the Village of Mrduša Donja] (1965), mostly written in the Neoštokavian Ikavian dialect, and from the Istrian-Venetian dialect version ("*La rappresentazione dell'Amleto nel villaggio di Merduscia di Sotto*"). The translation of the play in the Istrian-Venetian dialect from 2017 was done by Rosanna Bubola and members of the Italian drama of the Croatian National Theatre Ivan pl. Zajc in Rijeka. The spoken idioms of the written plays belong to the varieties of Croatian and Italian languages, and thus we hope to contribute to the contrastive studies of these two genetically different languages (one being Slavic and the other Romance).

Phrasemes are largely conditioned by the cultural-historical context and language possibilities. Sometimes the translation of phrasemes is forced by the morphosyntax of a particular language and by the specific selection of some lexical constituent, or the differences arise from the wide cultural context through the habits and customs of a particular nation. Starting from the Brešan's original, the aim of this paper is to analyse the excerpted phrasemes and compare them to their translation equivalents in order to highlight their similarities and dissimilarities. Given the constraints of the corpus, the analysis covers all the phrasemes endorsed in the texts, regardless of their structural and semantic features.

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**Vedrana Gnjiđić, Anita Peti-Stantić***Sveučilište u Zagrebu***Veza širine i dubine vokabulara i akademske pismenosti učenika**

U radu se iznose rezultati istraživanja provedenog u okviru projekta HRZZ *Modeliranje mentalne gramatike hrvatskoga: ograničenja informacijske strukture* s učenicima viših razreda nekoliko hrvatskih osnovnih škola.

Cilj istraživanja bio je ispitivanje širine i dubine vokabulara učenika osnovnih škola, to jest poznavanja strukture značenja riječi koje pripadaju akademskom vokabularu. Akademski se vokabular (eng. *academic vocabulary*, njem. *Bildungssprache*) odnosi na riječi koje se redovito koriste u obrazovnom procesu (Feilke, 2012), prvenstveno je dio pisanog jezičnog izražavanja, a riječi koje mu pripadaju često su apstraktne, niskopredodive i relativno niže frekvencije (Townsend i Collins, 2009, Corson 1997). Za hrvatski jezik ne postoji adekvatno normiran test vokabulara (postojeći oblik preveden je s engleskog jezika bez kontrole psiholingvističkih parametara), stoga je za ovo istraživanje sastavljen upitnik zasnovan na izboru riječi iz Hrvatske psiholingvističke baze objavljene u okviru projekta. Leksemi su odabrani iz najčešće korištenih udžbenika za hrvatski jezik, matematiku, povijest, geografiju te prirodu i društvo. Više od 200 učenika osnovnih škola na četiri je radionice uspoređivalo značenja apstraktnih i konkretnih leksema s obzirom na lakoću vezanja asocijacija i pronalaženja sinonima i antonima traženih riječi. Osim toga, učenici su rješavali i standardizirani test vokabulara (Mill Hill) te dva dodatna upitnika – upitnik o strategijama čitanja i učenja te upitnik za provjeru dubine i širine vokabulara. Rezultati toga upitnika, kojim su se ispitivale dubinske strukture značenja riječi, bit će prikazani u ovom radu.

S obzirom na to da se u sve većem broju istraživanja pokazuje visoka korelacija između dubine i širine vokabulara i čitalačke pismenosti, u SAD-u, a u posljednje vrijeme i u zemljama njemačkog govornog područja, sustavno se ukazuje na važnost sustavne analize akademskog vokabulara. Institucije nadležne za skrb o obrazovanju u tim zemljama potiču projekte kojima je cilj razvoj sposobnosti izražavanja i čitalačke, posebno akademske pismenosti (eng. *academic literacy*). U skladu s preporukama Europskog parlamenta i Vijeća Europe koji ističu kako je vještina sporazumijevanja na materinjem jeziku jedna od temeljnih kompetencija cjeloživotnog učenja, ovakve analize trebale bi poslužiti kao smjernice obrazovnih politika.

**The Role of Vocabulary Breadth and Depth in Academic Literacy of Elementary School Students**

The purpose of this paper is to present the results of a research project focused on upper elementary school students as a part of the CSF project *The building blocks of Croatian mental grammar: Constraints of Information Structure*.

The goal was to explore the vocabulary breadth and depth of upper elementary school students when it comes to academic vocabulary. Academic vocabulary encompasses words regularly used in educational processes (Feilke 2012), especially as a part of written language use. Words belonging to academic vocabulary are often abstract, low in imageability and relatively less frequent in language (Townsend and Collins 2009, Corson 1997). There are no general vocabulary tests for Croatian language (except for one directly translated from English into Croatian without controlling for any psycholinguistic parameters), so it was necessary to use a researcher-designed measure based on a selection of words from the Croatian Psycholinguistic Database published within the abovementioned project. The lexemes were chosen from the most frequently used textbooks in Croatian language, mathematics, history, geography and science. More than 200 elementary school students compared meanings of abstract and concrete lexemes in four workshops. They discussed the ease of bounding associations to target words and practiced finding adequate synonyms and antonyms for them. The students also solved a standardised vocabulary test (Mill Hill) and two additional questionnaires – one about their reading and learning strategies and another one focused on deep meaning structures of academic vocabulary. The results of the latter will be presented in this paper.

Considering the fact that more and more research projects report a high correlation between vocabulary depth and breadth and reading literacy, there is an increased awareness of the importance of systematic analysis of academic vocabulary. Many educational institutions and policy makers in the USA and in some German speaking countries encourage projects which focus on developing students' communicative and reading competences, especially academic literacy. While keeping in mind the recommendations of the European Parliament and Council of Europe on developing communicative competence in one's mother tongue as one of the key competences of lifelong learning, such analyses should serve as guidelines for educational policies.

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Feilke, H. (2012). Bildungssprachliche Kompetenzen – fördern und entwickeln. *Praxis Deutsch* 233: 4–13.

Townsend, D.; Collins, P. (2009). Academic Vocabulary and Middle School English Learners: An Intervention Study. *Reading and Writing* 22(9): 993–1019. [https://doi.org/10.1007/s11145-008-9141-y]

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## Iva Grubišić Ćurić

*Sveučilište Josipa Jurja Strossmayera u Osijeku*

### **What's in a Name? An Analysis of the Croatian Translations of Names in Hoffmann's *Struwwelpeter***

The famous German children's book *Struwwelpeter* by Heinrich Hoffmann was published in 1845, and has been regarded as a typical example of black pedagogy (Rutschky 1977). It comprises ten illustrated stories describing grotesquely exaggerated consequences of unwanted behaviour in children. The aim of this paper is the analysis of names in the book's three translations into the Croatian language. The first translation by Slavko Vereš (HR-SV) was published in 1925, the second by Iso Velikanović (HR-IV) in 1938, and the third by Goran Kauzlarić (HR-GK) in 1993. Translating for children is a demanding task, as Oittinen (2000: 5) explains "the translation needs to function alongside the illustrations and on the aloud reader's tongue". Shavit (1986: 112) states that a translator of children's literature has greater liberties than the translator of adult books, due to the status of children's literature. The analysis is based on the classification of solutions for translating names in children's literature by Van Coillie (2006). The analysis shows that the most frequent solution is the substitution of a source text name with a target culture name (e.g. Ludwig becomes Janko in HR-SV, Ivo in HR-IV and Luje in HR-GK), as well as a combination of the aforementioned solution and the translation of names with connotation (e.g. Hans Guck-in-die-Luft is Bero Zurilo in HR-SV and Ivica Sanjalica in HR-GK). Some names were replaced by counterparts in the target language (e.g. Paulinchen is Pavlica in HR-GK, Kaspar is Gašpar in HR-GK). One name was replaced by a common noun, i.e. Gretchen became mum in HR-SV and girl in HR-IV. It is worth pointing out that there were no instances of non-translation. All three translators opted in some cases for rhyming names (e.g. Janko Raščupanko), which is interesting because there were no rhyming names in the source text (e.g. der Daumenlutscher is Ivić Dudlić in HR-SV and Branko Sisanko in HR-GK). Van Coillie (2006) states that the names are usually adapted when translating for children, which may account for the results of this analysis.

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**Jasmin Hodžić**

*Sveučilište u Sarajevu*

**Homonimne sintaksičke strukture i dvosmislenosti u bosanskom jeziku administracije i prava**

Govoreći o homonimnim sintaksičkim strukturama i dvosmislenosti u bosanskom jeziku administracije i u pravnom diskursu kao podstilu administrativnog funkcionalnog stila, specifično, ovdje dajemo primjere homonimičnosti (dvosmislenosti) onih sintaksičkih struktura koje se svojim sadržajem (uz pojedine izuzetke) odnose na društvene odnose među religijama, narodima i jezicima, ili koji se tiču političkog uređenja bosanskog društva i države, odnosno, nacionalnih odnosa u Bosni i Hercegovini. Time se, uz niz poznatih kognitivnolingvističkih aspekata različitog razumijevanja jezičke poruke kao takve, dodatno pokazuje i uloga sintaksičke homonimije, ne samo kao popratnog ili potencijalnog obilježja jezičkog izraza, već i kao ciljano formirane dvosmislene sintaksičke strukture u ostvarenoj jezičkoj upotrebi.

**Homonymous Syntactic Structure and Ambiguity in the Bosnian Language of Administration and Law**

Considering the homonymous syntactic structures and ambiguities in the Bosnian language of administration and law, we have examined those examples that are directly connected to the relations among religions, nations and languages, or that are related to the organization of Bosnian society and state, as well as to the national relationships in Bosnia and Herzegovina. Along with a number of cognitive-linguistics aspects in different approach to meaning in language, we are considering the role of syntactic homonymy, not only as potential features of language expression, but also as intentionally ambiguous syntactic structures.

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## Damir Horga, Kristina Cergol Kovačević

*Sveučilište u Zagrebu*

### Predviđanje u slušnom procesiranju: padeži

Spontani je govor prirodno disfluentan te slušatelj mora učiniti uređivačke postupke, izbaciti disfluentnosti, odrediti korektne dijelove izričaja i time uspostaviti kontinuitet govorne obavijesti kao uvjet razumijevanja govornikove poruke. Govorne pogreške predstavljaju jedan oblik disfluentnosti. Predviđanje, odnosno anticipacija teksta koji slijedi prije negoli je izgovoren, jedna je od strategija koju slušači koriste pri obradi slušnoga unosa (Arai & Keller, 2011). Između ostaloga, predviđanje je utemeljeno u sintaktičkoj strukturi teksta. Postavlja se pitanje uloge predviđanja u situaciji u kojoj se u tekstu pojavljuje greška. Može li predviđanje pomoći slušaču nositi se s bukom nastalom uslijed greške u tekstu ili će ono upravo uzrokovati otežano procesiranje u slušača koji očekuju jedan oblik, a suočeni su s drugim, pogrešnim?

Cilj ovoga istraživanja bio je utvrditi utjecaj predviđanja na procesiranje slušnoga unosa u kojemu se pojavljuje greška u padežu imenice. Pretpostavili smo da, zahvaljujući predviđanju, greška u padežu neće predstaviti veće poteškoće pri procesiranju slušnoga unosa.

U istraživanju je sudjelovalo 30 studenata filološkog usmjerenja. Za slušni su podražaj načinjene rečenice u kojima su se nalazile greške u kosim padežima. Greška se uvijek odnosila na zamjenu imenice u kosom padežu imenicom u nominativu kao generičkom obliku dane riječi. U istraživanju je upotrijebljena metoda osjenčavanja (engl. *shadowing*) te su sudionici dobili uputu da dok slušaju rečenice odmah ponavljaju tekst koji čuju.

Očekuje se da će predviđanje gramatičkog značenja s obzirom na kontekst rečenice sudionicima pri osjenčavanju omogućiti točnu realizaciju imenica koje su u slušnom unosu sadržavale grešku. Također se očekuje da će neke strukture omogućiti intenzivnije predviđanje te će broj točnih realizacija biti veći.

U skladu s modernim psiholingvističkim pogledima na procesiranje slušnoga unosa, predviđanje je jedan od temeljnih mehanizama pomoću kojega se objašnjava lakoća jezičnoga procesiranja (Pickering & Garrod, 2013.). Predviđanje uvjetovano sintaktičkom strukturom pokazuje se kao snažan element te omogućuje slušačima zanemariti grešku u tekstu kako bi neometano nastavili jezično procesiranje.

### Prediction in Listening: Cases

Spontaneous speech is disfluent; therefore, listeners need to edit it, remove disfluencies, and identify correct bits of utterances in order to establish continuity of the information as a precondition for the comprehension of the speaker's message. Speech errors represent a form of disfluency. Prediction, or anticipation of the forthcoming text before it is produced, is a strategy utilized by listeners in speech perception (Arai and Keller 2011). Among other, prediction is based on the syntactic structure of the text. What is the role of prediction in a situation in which an error occurs in the utterance? Can it aid the listener in dealing with noise caused by error or does it inhibit processing in listeners who expect one form, yet are faced with a different one?

The aim of this research was to investigate the influence of prediction on the processing of speech in which the case of a noun is produced erroneously. We hypothesized that, due to prediction, such an error will not be a major issue in speech processing.

Thirty (30) students of philology participated in the study. Sentences which contained errors in cases were prepared. The errors were produced by substituting the noun in the original case with the same noun in the nominative case (as a generic form). The shadowing technique was used and the participants were instructed to listen to the utterances and repeat them while they were listening.

It is expected that the participants will be able to provide correct realization of the nouns which contained errors in the original input. It is also expected that some structures will yield a more intensive predicting process and will therefore produce a greater number of correct realizations.

In line with the modern psycholinguistic considerations of speech processing, prediction is one of the basic mechanisms which is used to describe the ease of utterance processing (Pickering and Garrod 2013). Prediction conditioned by the syntactic structure is shown to be a powerful element which enables listeners to disregard the error in the utterance and continue with language processing.

Arai, M.; Keller, F. (2013). The use of verb-specific information for prediction in sentence processing. *Language and Cognitive Processes* 28(4): 525–560.

Pickering, M.J.; Garrod, S. (2013). An integrated theory of language production and comprehension. *Behavioral and Brain Sciences* 36(4): 329–347.

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**Gordana Hržica, Gordana Dobravac, Marina Olujić***Sveučilište u Zagrebu; Sveučilište Jurja Dobrile u Puli***Rječnička raznolikost i rječnička sofisticiranost u uzorcima govorenoga jezika dvojezične djece**

Analizom jezičnih uzoraka može se procijeniti rječnik govornika nekog jezika. Uobičajeno se nadređeni pojam rječničkog bogatstva upotrebljava kao krovni pojam za mjerenje leksičke gustode, leksičke raznolikosti te leksičke sofisticiranosti (Malvern *et al.* 2004). Unutar svake od ovih kategorija razvijene su različite mjere, ali nije potpuno razjašnjeno koliko su one valjane, primjerice, za procjenu govorenog jezika (velik se dio validacijskih istraživanja ograničio na pisane uzorke) ili koliko su usporedive u različitim jezicima. Procjena jezičnog znanja dvojezičnih govornika otežana je zbog redovitog nepostojanja usporednih testova za oba jezika. Ako i postoje, standardizirani su za jednojezične govornike. Analiza jezičnih uzoraka kao sredstvo procjene uklanja neke od ovih poteškoda (primjerice, Bedore *et al.* 2010), uz uporabu prikladnih mjera.

Cilj je ovog istraživanja bio provjeriti može li se mjerama rječničke raznolikosti te rječničke sofisticiranosti odrediti dominantnost jezika dvojezičnih govornika hrvatskog i talijanskog jezika. U istraživanju je sudjelovalo 21 dvojezično predškolsko dijete, s dominantnim znanjem hrvatskog (procijenjeno roditeljskim upitnikom te potvrđeno testom rječnika). Ovi podatci daju referentne vrijednosti za provjeru valjanosti mjera rječničke raznolikosti te rječničke sofisticiranosti. Uzorci govorenog jezika prikupljeni su zadatkom pripovijedanja na hrvatskom i talijanskom. Izmjerene su tri mjere rječničke raznolikosti (omjer različenica i pojavnica, broj različenica i MATTR) te jedna mjera rječničke sofisticiranosti (udio niskočestotnih riječi u uzorku).

Rezultati pokazuju da rječnička sofisticiranost statistički značajno i s visokom snagom efekta razlikuje djecu s obzirom na dominantnost jezika. Smjer razlike u skladu je s referentnim podatcima, kod ispitane djece je hrvatski jezik dominantan. Suprotno tomu, mjere rječničke raznolikosti nisu se pokazale statistički značajnima u razlikovanju djece s obzirom na dominantnost jezika.

Nepostojanje razlike na mjerama rječničke raznolikosti mogude je objasniti tipološkim razlikama između dvaju jezika (pri čemu je važno napomenuti da se te razlike rijetko kontroliraju pri provedbi dvojezičnih istraživanja – ali vidi, primjerice, Daller i Treffers-Daller 2014), dok se mjera rječničke sofisticiranosti pokazala otpornijom na tipološke razlike odražavajući rezultate testova i roditeljskih upitnika. Dobiveni rezultati doprinose razumijevanju uporabe mjera rječničkog bogatstva u jednojezičnoj i dvojezičnoj procjeni. Dodatnu relevantnost donose nedavna istraživanja pisanog jezika u kojima se mjere rječničkog bogatstva pokazuju kao prediktori općenite jezične sposobnosti (primjerice, Crossley *et al.* 2013).

**Lexical Diversity and Lexical Sophistication in Spoken Language Samples of Bilingual Children**

Language sample analysis allows researchers to assess the vocabulary of speakers. The term lexical richness is used as an umbrella term for lexical density, lexical diversity and lexical sophistication (Malvern *et al.* 2004). Within each of these categories, different measures were developed. As their validation was based on written samples and mostly on English data, it is still unclear how reliable they are for spoken language and different languages. Bilingual assessment is hampered by the lack of comparable tests for different languages. If they do exist, they were standardized for monolinguals. Language sample analysis as assessment method can eliminate some of these difficulties (e.g. Bedore *et al.* 2010) if suitable measures are applied.

The aim of this study was to test if measures of lexical diversity and lexical sophistication can determine language dominance in bilingual speakers. Participants were 21 Croatian-Italian bilingual speakers from Istria and Rijeka, with Croatian as dominant language (determined by parental questionnaire and vocabulary test). These data provide criteria values for determining the validity of lexical diversity and sophistication as measures. Spoken samples were elicited with narrative tasks in Italian and Croatian. Three measures of lexical diversity (type-token ratio, number of different words, MATTR) and one measure of lexical sophistication (proportion of low-frequency words) were calculated.

Results show that lexical sophistication differentiates language dominance with statistical significance and high strength of effect. The direction of the difference confirms Croatian language dominance in the group of participants. Opposed to that, measures of lexical diversity did not show statistical difference.

The lack of discriminatory strength for language diversity measures could be explained by typological differences in the two languages (It is important to notice that such differences are seldom controlled in bilingual studies – exception e.g. Daller and Treffers-Daller 2014). The measure of lexical sophistication showed more resilience, reflecting results of tests and parental questionnaire. These results contribute to the debate about lexical richness measures in monolingual and bilingual assessment. Additionally, they are relevant in the light of recent research on written language where lexical richness measures showed to be predictive for general language proficiency (e.g. Crossley *et al.* 2013).

Malvern, D.; Richards, B.; Chipere, N.; Durán, P. (2004). *Lexical diversity and language development*. New York: Palgrave Macmillan.

Bedore L.M.; Pena, E.D.; Gillamb, R.B.; Hoa, T.-H. (2010). Language Sample Measures and Language Ability in Spanish English Bilingual Kindergarten. *Journal of Communication Disorders* 43: 498–510.

Daller, M.H.; Treffers-Daller, J. (2014). Moving between languages: Turkish returnees from Germany. In: Menzel, B.; Engel, C. (eds.), *Rückkehr in die Fremde? Ethnische Remigration russlanddeutscher Spätaussiedler* [Ost- West-Express. Kultur und Übersetzung 21]. Berlin: Frank & Timme.

Crossley S.A.; Salisbury T.; Macnamara D.S. (2013). Validating lexical measures using human scores of lexical proficiency. In: Jarvis S.; Daller M.H. (eds.), *Human Ratings and Automated Measures*. John Benjamins, 105–134.

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**Gordana Jelić, Gordana Vekarić**

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**Eliptičnost jezičnoga izraza u e-komunikaciji na primjeru jezika kratkih poruka**

Komunikacija putem kratkih poruka javila se krajem devedesetih godina prošloga stoljeća da bi danas prerasla u socio-kulturološki fenomen specifičnoga jezičnoga izraza. Broj dnevno poslanih i primljenih kratkih poruka širom svijeta izražava se u milijunima. U novije vrijeme lingvisti nastoje opisati različite aspekte jezika koji se upotrebljava u pisanju kratkih poruka, kako on uvelike nadmašuje tehnološka ograničenja medija i poprima svojstva jezičnoga varijeteta. Cilj je ovoga rada opisati eliptičnost jezičnoga izraza kroz jezične inovacije na planu ortografije, ali i prikazati i opisati različite vrste eliptičnih konstrukcija na sintaktičkom i pragmatičkom nivou. Također, želimo istražiti koliki je utjecaj svakodnevnoga govornoga jezika na neformalni vid komunikacije kratkim porukama. Istraživanje smo smjestili u područje diskursne analize i analize konverzacije, budući da se kratke poruke mogu razmjenjivati brzo, što omogućava „vođenje konverzacije“, tako da komunikacija putem kratkih poruka često ima dijalošku formu. Kako je svaki jezični varijetet uvjetovan i određen situacijom u kojoj se koristi, naša se analiza temelji na autentičnom jezičnom korpusu od 20.000 kratkih poruka (*corpus-driven investigation*). Na taj smo način identificirali primjere kreativnosti u uporabi svakodnevnoga jezika zabilježenog u formi kratkih poruka. Želimo da se analizom eliptičnoga jezičnoga izraza koji je, s jedne strane preuzet iz svakodnevnoga govornoga jezika (*speech-like ellipsis*), a s druge je strane nastao kao specifično obilježje toga jezičnoga varijeteta (*text-specific ellipsis*), razjasne površne ocjene i pogrešne kritike koje se mogu često čuti na račun jezika kratkih poruka. Rezultati naše analize pokazuju da je na planu grafologije kombiniranje interpunkcijskih znakova (emotikoni) postalo moćno sredstvo izražavanja, odnosno veoma učinkovit način poboljšanja tumačenja modalnosti. Izdvojili smo primjere intertekstualnih, tekstualnih i strukturnih elipsi, čime se potvrđuje postojanje zajedničkog znanja sudionika u komunikaciji kratkim porukama i opravdava kreativnost u neformalnom izrazu ovoga vida komunikacije. Budući da se komunikacija putem elektroničkih medija neprekidno razvija, rezultati ovoga rada otvaraju mogućnosti za dalje praćenje evolucije ne samo jezika kratkih poruka u mobilnoj telefoniji već i jezika elektroničke komunikacije uopće.

**Elliptical Constructions in SMS Communication**

Short Message Service (SMS) communication introduced in the late 1990s has grown into a true socio-cultural phenomenon with specific linguistic expressions. The number of messages sent and received per day throughout the world exceeds hundreds of millions. Recently, the linguists have attempted to describe different linguistic resources deployed in texting, as it has widely overcome the technological limitations of the medium and has taken the form of a language variety. The aim of this paper was to describe ellipsis through linguistic innovations in orthography, but also to present and describe different forms of elliptical constructions on syntactic and pragmatic levels. Additionally, we wanted to investigate the impact of everyday speech language to informal aspects of SMS communication. Our research belongs to the fields of discourse and conversation analyses given that short messages can be exchanged fast, enabling thus “a conversation” and frequently resulting in a dialogue form of SMS communication. As each language variety is conditioned and determined by the situation in which it is used, our analysis is based on authentic linguistic corpus consisting of 20.000 short messages (*corpus-driven investigation*). That way, we identified the examples of creativity in the usage of spoken language in the form of SMSs. By analysing elliptical linguistic forms both the ones taken from the spoken language (*speech-like ellipsis*) as well as those recognized as specific features of this language variety (*text-specific ellipsis*), we wanted to clarify superficial evaluations and wrong criticism often heard about the language of texting. The results of our analysis indicate that at the graphology level, combining of punctuation marks (emoticons) has become a powerful means of expression, i.e. a very effective way to improve interpretation of modality. We have analysed the examples of intertextual, textual and structural ellipses, which confirmed the existence of interlocutors’ background knowledge and justified creativity in informal expression of this communication aspect. Since communication using electronic media is increasingly developing, the results of this paper create possibilities for further follow-up of evolution not only in the language of texting but also in the language of electronic communication in general.

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**Sandra Jukić**

*Sveučilište u Rijeci*

### **Osobitosti govora studenata na satu hrvatskoga kao drugoga i stranoga jezika**

Studenti su u razrednome okruženju najprije primatelji znanja, a potom i slušatelji, odgovaratelji na pitanja, tražitelji obavijesti (postavljači pitanja), ispravljajući vlastitih i tuđih pogrešaka. Oni su i sami prenositelji znanja, ali i glumci i animatori u odnosu na nastavnika pa je vidljiva aktivna uloga studenata tijekom cijeloga nastavnoga sata. Odnos je između nastavnika i studenata iznimno važan na nastavi (stranih jezika). Jedan je pošiljalac, a drugi primalac poruke (Vrhovac 2001). Potrebno je poznavati pravila komunikacijske situacije da ne bi došlo do nerazumijevanja ili nesporedazuma. Budući da je nastava stranih jezika specifična, potrebno je što više olakšati komunikaciju studentima stranoga jezika: pojednostaviti iskaze, ponavljati ih i preoblikovati te biti strpljiviji u iščekivanju odgovora. Analiza je razrednoga diskursa postala dijelom mnogih istraživanja, a za hrvatski su kao drugi i strani jezik ona još uvijek malobrojna. Stoga su za poučavanje hrvatskoga kao drugoga i stranoga jezika najvažnija ona provedena na području glottodidaktike (Vrhovac 1997, 1999, 2001, 2010; Čurković-Kalebić 2005, 2014, 2015, 2016...). Cilj je ovoga istraživanja izdvojiti i tumačiti osobitosti govora studenata na naprednome stupnju (C1) učenja hrvatskoga kao drugoga i stranoga jezika. Razredni je diskurs zabilježen snimanjem, a analiza je usmjerena na usmene, dijaloške razmjene u kojima se sudionici razrednoga diskursa nalaze. Proučava se kvaliteta jezičnoga unosa, nastavnikov govor, govor studenata, međujezik studenata, ali i međusobno djelovanje sugovornika. Pretpostavlja se da će se u komunikaciji kršiti razgovorne maksime koje omogućuju suradnju govornika i sugovornika, te da međujezik može utjecati na nesporedazum u komunikaciji. Pretpostavlja se da će se javiti opetovanja i preinake te samopreinke u govoru studenata koja pokazuju osviještenost studenata o načinjenim pogreškama. Rezultati će se analize moći primijeniti u nastavi hrvatskoga kao drugoga i stranoga jezika kao pokazatelji komunikacijske kompetencije studenata na naprednome stupnju poznavanja hrvatskoga jezika.

### **Characteristics of Students' Talk in the Croatian as a Second and Foreign Language Class**

Students in the classroom environment are firstly being perceived as knowledge receivers, then as listeners, respondents, information seekers (questioners), and those who correct their own and others' mistakes. They also transfer knowledge, but at the same time the students are actors and animators in relation to the teacher; that is why their active role is visible throughout the lesson. The relation between teachers and students is extremely important in teaching (foreign languages). One is the sender and the other is the recipient of the message (Vrhovac 2001). It is necessary to know the rules of the communication situation in order to avoid misunderstanding. As foreign language teaching is specific, it is necessary to facilitate students' communication with teachers by simplifying, repeating and transforming statements, but also by increasing the wait time for a student to provide a response. The analysis of classroom discourse has become part of many researches, but for Croatian as a second and foreign language there are not many as yet. Hence, the most important are those in the area of glottodidactics (Vrhovac 1997, 1999, 2001, 2010; Čurković-Kalebić 2005, 2014, 2015, 2016). The aim of this study is to outline and interpret the features of students' talk at the advanced level (C1) of Croatian as a second and foreign language. Classroom discourse was recorded and the analysis was focused on oral, dialogic exchanges in which classroom discourse participants were taking part. The quality of language input, teacher's talk, students' talk, students' interlanguage, and interlocutors' interaction were studied. It is assumed that during the communication the conversational maxims, which allow the collaboration between speaker and listener, will be violated. Also, the interlanguage may cause misunderstanding and difficulty in conveying desired meaning. It is assumed that the students' talk will be characterised by repeating, correction and self-correction, which shows their awareness of the mistakes they make. The results of the analysis will be applied to the teaching of Croatian as a second and foreign language as an indicator of communicative competence of students at the advanced level of knowledge of the Croatian language.

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## Cecilija Jurčić Katunar

*Sveučilište u Rijeci*

### **Retoričke strategije neutraliziranja (samo)promocije vlastita izgleda – analiza pratećih komentara uz objavu portretnih fotografija na Instagramu**

Suvremen način života i rapidan razvoj tehnologije svakodnevnu su javnu objavu fotografija iz osobnog života nametnuli kao normu, mijenjajući iz korijena sve dotad vladajuće obrasce komuniciranja, kreiranja identiteta, iznova ispisujući norme društveno prihvatljivog. Velik dio takvih fotografija, osobito kod pripadnica ženskog roda, odnosi se na vlastite portrete – što se izravno sukobljuje s još uvijek prisutnim tradicionalnim vrijednostima – skromnošću u širem smislu, ali i dodatno – relativnom prihvatljivošću isticanja vlastitih postignuća (profesionalnih, sportskih), baš nikako otvorene (auto)promocije vlastita izgleda.

Analizom velikog broja takvih objava koje na Instagramu objavljuju javne osobe u Hrvatskoj, promovirajući se s većim ili manjim uspjehom uzorima novog doba (influenserima), usredotočit ćemo se na popratne komentare uz fotografije, prepoznajući u zadanostima kratke forme različite obrasce u jezičnim strategijama kojima se isticanje vlastita izgleda želi učiniti društveno prihvatljivim.

Pritom ćemo pratiti kako se individualna kreativna retorička rješenja odvratanja pozornosti s evidentne društveno nepoželjne motivacije (taštine) objavljivanja vlastite (uljepšane) fotografije, masovnošću ove pojave oblikuju u obrasce – koji se prepoznaju, te široko prihvaćaju i reproduciraju (najčešće različiti oblici lažne skromnosti, humora, ironije, poetičnog komentiranja pozadinskih krajolika, situacije i slično.). U analizi prikupljenog korpusa autentične jezične građe služit ćemo se metodama diskursne analize, pri čemu će se jezični materijal uvijek interpretirati u uskoj vezi s fotografijom čiji je integralni dio.

### **Rhetorical Neutralization Strategies Related to (Self)-Promotion of Physical Appearance – An Analysis of the Comments Accompanying Instagram Photos**

Contemporary way of life and rapid technological development have imposed publicly sharing personal photos as the norm, completely changing traditional forms of communication and identity formation, also questioning the standards of what is socially acceptable. Many of these photos, mainly posted by women, are personal portraits. That is in direct conflict with the still present traditional values – modesty in the wider sense, but also with the relative acceptability of promoting one's own achievements (professional, sports), but never of (self)-promotion of physical appearance.

By analysing a large number of the Croatian celebrities Instagram posts (of those wanting to promote themselves as today's role models – influencers), we will focus on the comments below the photos, and in these short language forms we will recognize various models of language strategies which try to make the promotion of physical appearance socially acceptable.

We will observe how individual creative rhetorical solutions of diverting attention from the obvious socially undesirable motivation (vanity) of publishing personal portraits become patterns, recognized and widely accepted and reproduced (most often different forms of false modesty, humour, irony, remarks about background scenery etc.). In the analysis of the collected authentic linguistic material we will use discourse analysis methods, whereby the language material will always be interpreted in close connection with the photo as its integral part.

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**Nejla Kalajdžisalihović**

*University of Sarajevo*

### **Speaking, Writing and Translating on the Euphemism Treadmill**

The present paper discusses how language change in contemporary English affects language usage in terms of speaking, writing and translating. Slobin's (1987) theoretical framework on the dynamic role of cognition for linguistic expression, i.e. the thinking-for-speaking hypothesis, is discussed in the context of euphemistic phrases and expressions perceived as deceitful or absurd (Pinker 1994). The corpus collected on the usage of recently-introduced euphemistic expressions will be assessed for linguistic forms which are (un)likely to be accepted in the future depending on several factors, some of which may hinder language production and veil authorship, slow down language comprehension, or eliminate the possibility of translation into encodable linguistic forms.

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**Marin Kežić**

*Sveučilište u Zagrebu*

**Lexemes Do Not Make Leaps of Meaning – Semantic Changes from the Standpoint of Linguistic Historiography and Cognitive Linguistics**

Language has historically, at least from a rigid synchronic and standardological viewpoint, been considered very unflaky and firm in terms of its internal composition. What has largely been disregarded by some, however, is that language (when taken in its diachronic, diatopic, diastratic and diaphasic entirety, see Coseriu 2012) is perpetually in flux and that changes pervade all its components. Lexis is usually filled up with new units when a conceptual content has not already been translated into a lexical unit (see Levin *et al.* 2015 on *lexicalization patterns*). New lexemes and semantemes often emerge when a group of technical jargon speakers explicitize their need for a new word or syntagm. A particular brand of *lexical changes* we shall address here is subsumed under the heading of *semantic changes*. Traditionally, semantic changes have been studied within the realm of etymology and historical linguistics and have been viewed as somewhat sporadic and irregular. Only relatively recently has it been recognized that the majority of attested semantic changes in the history of the many world languages clearly exhibits some kind of cognitive motivation. Among the first scholars to make this observation was the Neogrammarian Paul (1880), who lists three main types of semantic change. He was succeeded by Bréal (1889), and a host of other researchers such as Stern (1931), Bloomfield (1933), Ullmann (1962), and Blank (1999). In the meantime, semantic change was appropriated by diachronic and cognitive semantics. The present work is an attempt at a low-tier compendium of the diverse classifications of semantic change proposed by the above theoreticians and an attempt at an original cognitive-linguistic classification of shifts in meaning.

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**Marin Kežić, Lea Oraić**

*Sveučilište u Zagrebu*

**Verbs and Prepositions in Symbiosis: Verb-Prepositional Constructions in Croatian and Spanish**

Traditionally studied as a subset of the so-called *grammatical collocations* (Sp. *colocaciones gramaticales*) in Hispanic linguistics, colligations of verbs and prepositions have largely been neglected as a subgroup of linguistic units that merits more extensive research. Borrowing the innovative English-based theoretical framework introduced by Katunar (2015), who approaches this phenomenon from the standpoint of construction grammar, and acknowledging its later elaborations (Katunar and Kežić 2016, Raffaelli and Katunar 2018), this article first gives a brief overview of the extant Hispanic linguistics theories of *verb-prepositional constructions* (see Katunar 2015), then proceeds to present the results of a corpus-linguistic study and finally presents a unique contrastive-linguistic syntactic-semantic analysis of Croatian and Spanish verb-prepositional constructions, which are graphically and conceptually represented as belonging to *interlinguistic prepositional clusters* (Katunar and Kežić 2016).

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## **Mojca Kompara**

*University of Primorska, Koper*

### **Teaching Italian for Specific Purposes in the Context of Tourism**

The paper discusses the aspects of teaching Italian for special purposes as second foreign language to third year students of tourism at the University of Maribor, the Faculty of Tourism. In the paper we discuss the concept of teaching a foreign language for specific purposes (in our case the Italian language) to future tourism workers and the compilation of the online dictionary for decoding, the Italian and Slovene (and Croatian) dictionary of tourism terminology that the students are compiling themselves. The compilation of the dictionary is in the dictionary platform Termania that is freely available online upon registration. The students compile a simple dictionary article (Atkins and Rundell 2008) composed of a headword, e.g. the Italian tourism term and provide the translation into Slovene and Croatian. Since in Slovenia we do not have a contemporary Italian-Slovene-Croatian dictionary of tourism terminology, such work presents an important step in developing the appropriate terminology and translations in the frame of tourism terminology. The tourism terms included are tourism terms that are found within the internal materials used by the students during classes and provided by the instructor. In the paper we observe the improvement of 50 students who are learning the Italian language for the first time. Through the language classes we observe their improvement and the most common mistakes in writing a tourist itinerary plan for Italian guests in Slovenia. In the written tourist itinerary plan we observe the cohesion and coherence of the texts, as well as the context of the written plan, the usage of vocabulary, the word order used, the usage of adequate tenses (limiting to the three tenses learnt within classes), the spelling mistakes, the usage of the definite and indefinite article and the overall students' input in providing a tourist itinerary plan that is attractive, interesting and tailor-made for the Italian guests.

Atkins, B.T.S.; Rundell, M. (2008). *The Oxford Guide to Practical Lexicography*. Oxford: Oxford University Press.

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**Mojca Kompara, Peter Holozan, Nives Lenassi**

*University of Primorska, Koper; Amebis; University of Ljubljana*

**Identifying Automatically Abbreviations in Bilingual Slovene-Italian Corpora of Administrative Texts**

Abbreviations are present in almost every language and are part of our everyday life. We find and use them almost everywhere. Some abbreviations are formed on a daily basis; some remain in use while others disappear after some time. The paper focuses on the automatic recognition of abbreviations in bilingual Slovene-Italian corpora of administrative texts. The corpora are composed of administrative Slovene-Italian texts freely available online. For the purpose of automatic recognition of abbreviations and abbreviations' expansions an algorithm for automatic recognition of abbreviation-expansion pairs was used on both corpora. The algorithm for automatic recognition (Kompara 2012) was used for the filtration of the newspaper *Delo* in 2010 and thanks to the algorithm, in 2011, the automatically compiled online dictionary of abbreviations *Slovar krajšav* (Kompara 2011), covering around 2,000 entries, was published. Within the filtration of both corpora (Slovene-Italian) we observed 4 structures of abbreviation-expansion pairs; (abbreviation) expansion, (expansion) abbreviation, abbreviation (expansion) and expansion (abbreviation) in line with the Slovene and Croatian normative rules and the algorithm rules. According to the filtered texts we extracted exclusively administrative abbreviations and their expansions, e.g. *UL (Uradni list)*, *RS (Republika Slovenija)*, *US (Ustavno sodišče)* etc. Within the paper we observe multiple occurrences of abbreviations-expansion pairs and the characteristics of such pairs. We would like to underline that the automatic recognition of abbreviations in administrative texts is the first step towards the compilation of a database of administrative terms in Slovene and Italian language as well as a source of standardising the used terminology.

Kompara, M. (2011). *Slovar krajšav*. Kamnik: Amebis

[URL: <http://www.termania.net/Search.aspx/Dictionary?dictionaryId=66&searchOption=Simple>].

Kompara, M. (2012). Dictionaries of Abbreviations. *Linguists of Tomorrow*, 1st International Postgraduate Conference in Linguistics at the University of Cyprus, Nicosia, Cyprus.

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**Aida Korajac**

*Sveučilište u Zagrebu*

### **Semantic Contribution of the Element *se* in Reflexive Verbs – Estimation by Students of Croatian as L2**

Reflexive verbs are two-part constructions consisting of a verbal element and the element *se*. Therefore, reflexive verbs (RV) in Croatian as L2 (CL2) are mostly taught by giving additional information about the position of the enclitic. Verbs that are not reflexive are segmented and taught according to their morphological complexity and government. Frequency of the verb and communication needs is considered in lesson sequencing. In currently available literature on teaching Croatian as L2 there is an evident lack of systematic approach to teaching reflexive verbs. Therefore, apart from the currently dominant approach in teaching reflexive verbs, semantic approach should also be considered. The emphasis should be placed on meaning (of the verbal part, the *se* element and the whole construction of the RV), which is in line with cognitive linguistic approach (Langacker 1987, Lakoff 1987, Lakoff and Johnson 1980, Goldberg 1995). This research focuses on different meanings of the element *se* with the same verbal element of the two-part reflexive construction. The change of meaning of the element *se* and its correlation with the change of the verb's number, reflected in its suffix and the number of subjects will also be examined. For example, if element *se* is added to the verb *igrati* (to play), in singular it means 'on one's own'. However, if the verb is in plural, *se* can mean 'on their own', 'each for themselves', or 'with each other'. This research is based on a questionnaire completed by students of CL2, who were asked to categorize listed reflexive verbs in one of three given semantic groups. Respondents were also asked to put given verbs in context, which reflects how the meaning of *se* correlates with the category of number. The aim of the research was to check whether respondents will recognize the same meanings of the element *se* with a particular reflexive verb. Given results are to demonstrate the significance of teaching reflexive verbs with the emphasis on the meaning of both elements.

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**Sara Košutar, Gordana Hržica**

*Sveučilište u Zagrebu*

### **Konektori u spontanome govorenom jeziku**

Načini povezivanja iskaza u organizaciji složenih nadrećeničnih cjelina plodna su tema brojnih jezikoslovnih istraživanja. Pritom je veći naglasak stavljen na proučavanje konektora i(li) diskursnih oznaka u govorenome jeziku budući da je mnogim istraživanjima utvrđeno kako su te jezične jedinice vrlo česte upravo u govorenome jezičnom modalitetu (npr. Fung i Carter 2007). Ipak, većina hrvatskih jezikoslovaca usmjerila se na proučavanje kohezivnih veza u pisanome diskursu, dok se suprasintaksa govorenoga diskursa nije proučavala (pregled: Nigoević 2010). Štoviše, u drugim je jezicima utvrđeno da su pojedini jezični elementi s povezuvačkom funkcijom karakterističniji za govorene žanrove te se ne pojavljuju istovremeno u pisanim žanrovima ili nisu zastupljeni u jednakoj mjeri (npr. Biber 2006). Cilj ovoga rada bio je utvrditi kako se konektorima kao formalnogramatičkim sredstvima uspostavljaju odnosi među iskazima u spontanome govorenom jeziku izvornih hrvatskih govornika pridonoseći njegovoj koherentnosti. Shodno tomu postavljena su sljedeća istraživačka pitanja: 1) koji će se konektori iz pisanoga jezika pojaviti u spontanome govorenom jeziku?; 2) hoće li se u spontanome govorenom jeziku pojaviti konektori koji nisu zabilježeni u pisanim jezičnim izvorima? 3) kolika je zastupljenost konektora u spontanome govorenom jeziku? U ovome se radu konektori shvaćaju kao podskupina diskursnih oznaka te obuhvaćaju jezične elemente površinske strukture čija je primarna funkcija kohezivna. Za potrebe istraživanja izdvojeni su jezični uzorci 30 izvornih hrvatskih govornika iz Hrvatskog korpusa govornog jezika odraslih (Kuvač Kraljević i Hržica 2016; HrAL). Korpus je analiziran pomoću unaprijed zadane liste od 144 konektora prikupljenih iz različitih pisanih jezičnih izvora. Sukladno rezultatima u drugim jezicima u hrvatskome se govorenom jeziku pojavljuje malen broj konektora iz pisanoga jezika te su, s obzirom na formalnojezične razlike između pisanoga i govorenoga diskursa, pronađeni konektori koji nisu zabilježeni u pisanim jezičnim izvorima. Međutim, suprotno pretpostavci o visokoj čestoti konektora u govorenome jeziku, što je potvrđeno u drugim jezicima, zastupljenost konektora u uzorku hrvatskoga jezika niža je od očekivane.

### **Connectors in Spontaneous Spoken Language**

Linking utterances in suprasentential units is a fruitful subject in contemporary linguistics. Greater emphasis has been placed on examining connectors and (or) discourse markers in spoken language since recent studies have shown that these language units are more common to spoken language modality (e.g. Fung and Carter 2007). However, most researches in Croatian language focused on examining cohesive ties in written discourse, while the suprasyntax of spoken discourse has not been studied (review: Nigoević 2010). Furthermore, research in other languages showed that certain linguistic elements fulfilling a connective function are more restricted to spoken genres and they do not appear in written ones (e.g. Biber 2006). The aim of this paper was to investigate connectors, considered as formal grammatical devices, in spontaneous spoken language of Croatian native speakers. Hence, the following research questions have been addressed: 1) which connectors from written language appear in spontaneous spoken language? 2) are there any connectors in spontaneous spoken language that are not present in written language sources? 3) what is the frequency of connectors in spontaneous spoken language? In the present study, connectors are perceived as a subgroup of discourse markers and they encompass linguistic elements of surface structure whose primary function is cohesive. For the purpose of this research, the language samples of 30 native speakers were extracted from the Croatian Adult Spoken Language Corpus (Kuvač Kraljević and Hržica 2016, HrAL). The corpus was analysed by using a pre-established list of 144 connectors elicited from various written language sources. Confirming the results from other studies, only a small number of connectors from written language appear in Croatian spoken language. Moreover, considering the formal linguistic variations between written and spoken discourse the connectors that are not annotated in written language sources were detected. However, contrary to our hypothesis about the high frequency of connectors in spoken language, their distribution in Croatian language sample was lower than expected.

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**Saša Kresojević***Gimnazija Fran Galović, Koprivnica****From Here to Eternity: Mapping the Radial Categories of Static Spatial Demonstratives in Croatian***

Deixis, the use of (highly schematic) symbolic structures to point to a referent in context (linguistic or extra linguistic), has long been seen as a rewarding topic for linguistic study, linking semantics with pragmatics, grammatical with lexical meaning, and providing a prime example of bridging individual and collective meaning. Brala-Vukanović and Matešić (2015) emphasise the special place deixis have in language (even providing a tentative link to the development of language) illustrating this with the complex system of spatial demonstratives in Croatian, covering pronouns, adverbs and particles, which form a continuum spanning the basic referential function, including identification and location, discourse and pragmatic level. The system, which differentiates between proximal, medial and distal reference, neatly maps on the basic elements of triadic communication, and enables static and dynamic referential location, both further divided based on the point/line and goal/path/source paradigms. However, when analysed from the perspective of actual use contrasted with the system as postulated in grammars, two major issues arise: the apparent incongruity of the norm and usage, even in standard language (as analysed by Kordić 2003) and lack of a convincing explanation for the way that the diverse range of usages arises from the central deictic meaning. This includes the oft-blurred line between the use of spatial demonstrative adverbs 'ovdje', 'tu' and 'ondje', traditionally labelled as the respective proximal, medial and distal deictic adverbs signalling static location.

Following a corpus-based study by Kresojević and Rukelj (forthcoming), a model of constructing meaning as shared mental images is proposed to explain for the divergent usages as examples of a radial construction, in view of Bergen and Plauché's (2005) work on mapping the radial category of French deictic demonstratives 'voici' and 'voilà'. An attempt is made to map the radial categories of spatial demonstrative adverbs 'ovdje', 'tu' and 'ondje' and propose further research in the field, including studies on native speakers with the aim of verifying the presented model.

Bergen, B.; Plauché, M. (2005). The convergent evolution of radial constructions: French and English deictics and existentials. *Cognitive Linguistics*, 16(1): 1–42.

Brala-Vukanović, M.; Matešić, M. (2015). Croatian 'pointing words': Where body, cognition, language, context and culture meet. In: Belaj, B. (ed.), *Dimenzije značenja*, 31–61. Zagreb: FFZG.

Kordić, S. (2003). Prilozi ovd(j)e/tu/ond(j)e, ovamo/tamo/onamo, ovuda/tuda/onuda. *Južnoslovenski filolog* 59: 81–103.

Kresojević, S.; Rukelj, I. (2018). "Ne tu, tamo!" Transformacija sustava deiktičkih oznaka prostora u hrvatskom jeziku. [Manuscript submitted for publication]

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## Lucija Kuvačić, Ana Matić, Gordana Hržica

*Sveučilište u Zagrebu*

### Sintaktička obilježja spontanoga govorenog jezika

Istraživanja govorenoga jezika započela su već šezdesetih godina prošlog stoljeća, kada je Lyons istaknuo da su razlike govorenoga i pisanoga jezika očite u samim strukturama, odnosno obilježjima gramatike i rječnika (Lyons, 1968). Dosadašnja su istraživanja pokazala da se govoreni iskaz u mnogočemu razlikuje od pisanoga, na leksičkoj (manji stupanj leksičke raznolikosti, drugačija zastupljenost vrsta riječi) i sintaktičkoj razini (manja raznolikost i složenost sintaktičkih struktura, eliptični i fragmentirani iskazi, česta ponavljanja i pogrešna započinjanja). Uzroci navedenih razlika leže u ograničenoj mogućnosti i drugačijem tijeku obrade planiranja govorenoga iskaza, mogućnostima oslanjanja na neverbalnu komunikaciju i kontekst te izbjegavanju redundancije s ciljem postizanja komunikacijske ekonomičnosti (Linell, 1988; Miller i Weinart, 1998).

Neka istraživanja u hrvatskome jeziku pokazala su slične rezultate, ali kao mjeru sintaktičke složenosti najčešće uzimaju samo prosječnu duljinu iskaza (Olujić i Matić, 2017). S obzirom na to da postoji malo spoznaja o spontanom govorenom jeziku izvornih govornika hrvatskoga, posebice u usporedbi s mnoštvom istraživanja o pisanom jeziku, cilj je ovoga rada proučiti pojavnost sintaktičkih konstrukcija hrvatskoga spontanog govorenog jezika. Temeljna pitanja rada su odrediti u kojim se omjerima pojavljuju sintaktičke konstrukcije te postoji li razlika u pojavnosti konstrukcija i njihovim omjerima s obzirom na broj sudionika komunikacije (dijalog ili konverzacija). Za potrebe istraživanja iz *Hrvatskog korpusa govornog jezika odraslih* (HrAL; Kuvač Kraljević i Hržica, 2017) izdvojeni su jezični uzorci 30 izvornih govornika, dobnog raspona od 18 do 86 godina ( $M=37,4$ ). Iz svakog transkripta izdvojeno je i analizirano prvih 100 surečenica dominantnog govornika. Govoreni niz razdijeljen je na surečenice i eliptične konstrukcije. Prema pravilima propisanim gramatikom hrvatskoga jezika, surečenice su označene prema vrsti (jednostavne, nezavisnosložene i zavisnosložene surečenice).

Podaci deskriptivne statistike pokazuju da u spontanom govoru odraslih govornika prevladavaju jednostavne rečenice (33,94%), zatim zavisnosložne (22,67%) i nezavisnosložene (19,82%), a četvrtina iskaza je eliptična (15,51%, npr. odgovori na pitanja) ili ima funkciju diskursne oznake popunjivača (8,06%, npr. *kažem, velim, kužiš, znaš, to je to* itd.), što je u skladu s već opaženom tendencijom pojednostavljivanja i fragmentiranja govorenog jezika. Daljnjom statističkom analizom ustanovljeno je da ne postoje razlike u pojavnosti konstrukcija s obzirom na broj sudionika razgovora.

### Syntactic Constructions in Spontaneous Spoken Language

Spoken language research emerged in 1960s, when Lyons pointed out that differences between spoken and written language are evident in language constructions, with reference to grammar and vocabulary (Lyons 1968). Previous research has shown that spoken utterances differ from written ones in many aspects: lexical (reduced lexical diversity, differences in the distribution of parts of speech) and syntactic (less diverse and less complex syntactic constructions, elliptical and fragmented utterances with many repetitions and false starts). Causes of these differences can be found in different and limited ways of processing and planning spoken utterances, in the possibility of reliance on non-verbal and contextual cues during speaking and in the tendency to avoid redundancy in order to obtain efficient communication (Linell 1988, Miller and Weinart 1998).

Research in the Croatian spoken language has shown similar results, but only *mean length of utterance* was included as a measure of syntactic complexity (Olujić and Matić 2017). Since insights into the spontaneous spoken language of Croatian native speakers are rather limited, especially in comparison to a large body of research on written language, the aim of this paper was to investigate the prevalence of different syntactic constructions in spontaneous spoken form of the Croatian language. The first goal of the study was to obtain the proportions of different syntactic constructions, and the other was to examine whether number of participants engaged in a communication (i.e. dialogue or conversation) affects those proportions. Data were collected from *Croatian Adult Spoken Language Corpus* (HrAL; Kuvač Kraljević and Hržica 2017) by extracting samples of spoken language from 30 native speakers, aged 18 to 86 ( $M=37.4$ ). First 100 clauses from the dominant speaker of each transcript were analysed. Their speech was divided into clauses or elliptical structures. Clauses were then marked with respect to the rules of Croatian grammar (simple, independent and dependent clauses).

Descriptive statistics show the prevalence of simple clauses (33.94%), followed by dependent (22.67%) and independent (19.82%) ones, while the quarter of all utterances are either elliptic (15.51%, e.g. answers to questions) or discourse markers; *fillers* (8.06%, e.g. *kažem, velim, kužiš, znaš, to je to*). Current findings are consistent with previous ones suggesting the simplification and fragmentation of spoken language. Further statistical analysis shows that number of participants engaged in a communication does not significantly affect the proportions of produced syntactic constructions.

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**Službena dvojezičnost u slovenskoj i hrvatskoj Istri: primjer prevođenja administrativnih tekstova**

Cilj je ovoga rada predstaviti rezultate istraživanja provedenoga u sklopu hrvatsko-slovenskoga bilateralnoga projekta. Projekt se bavi analizom trenutnog stanja službene dvojezičnosti na području Istre, gdje jedan manjinski jezik – talijanski jezik – dijeli status službenoga jezika na dvojezičnome području dviju država, Hrvatske i Slovenije, na primjeru prevođenja administrativnih tekstova s hrvatskoga odnosno slovenskoga jezika na talijanski jezik. Prikazat će se dosadašnja praksa stvaranja nazivlja i prevođenja te ponuditi moguća rješenja u stvaranju novoga odnosno usustavljanju postojećega nazivlja. Budući da se u analizi nazivlja koristi korpusnolingvistički pristup, prvi je cilj projekta bio izgradnja korpusa. Predstaviti će se dva paralelna korpusa, sastavljena od slovenskih odnosno hrvatskih službenih javno dostupnih tekstova i njihovih prijevoda na talijanski jezik. Posebna pozornost posvećena je automatskome pronalaženju kandidata za administrativne termine i njihove istovrijednice te provjeravanju prikladnosti odabrane terminološke baze za nazivlje koja mora zadovoljavati potrebe prevoditelja i dvojezične zajednice. Vjeruje se da će se rezultatima ovoga projekta, prikazom i analizom trenutne situacije, prakse prevođenja i terminološke izgradnje te sastavljanjem paralelnoga korpusa i nacrtati prikladne terminološke baze, ukazati na nužnost razvoja jezičnih alata i resursa, koji bi omogućio učinkovitiji i brži proces prevođenja te jamčio uporabu jasnoga i nedvosmislenoga talijanskoga nazivlja za hrvatske i slovenske prilike.

**Official Bilingualism in Slovene and Croatian Istria: the Case of Translations of Administrative Texts**

The aim of this paper is to present the research conducted within a Croatian-Slovenian bilateral project. The project consists of the analysis of the current state of official bilingualism in the area of Istria, where a minority language – the Italian language – has the status of the official language in the bilingual area of Croatia and Slovenia, on the example of translations of administrative texts from Croatian and Slovenian into the Italian language. We will present the current practice of creating terminology and translations and give possible solutions to the creation of a new term or its unification. Since corpus-linguistic approaches are used in terminology analysis, the first objective of the project is to build a corpus. Two parallel corpora will be presented, consisting of Slovenian and Croatian official publicly available texts and of their Italian translations. Special attention will be given to the automatic extraction of candidates for administrative terminology and their equivalents. Moreover, the suitability of the chosen terminology database that has to meet the needs of both the translator and the bilingual community will be checked. We believe that through this project, its presentation and the analysis of the current position of translation practice and terminology design and by creating parallel corpora and a suitable terminology database scheme, we will demonstrate the need to develop language tools and resources that would enable a more efficient and faster translation process and ensure the usage of clear and unambiguous Italian terminology in Croatia and Slovenia.

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**Josip Lasić***Sveučilište u Splitu***Servantes, Šunje i Dektiva – o sociokulturnome značenju nadimaka**

Osobno je ime, prezime i nerijetko nadimak imenski obrazac prema kojemu funkcionira društvo, a nadimak je u tome trojnome obrascu od svojega postanka njegov najnestabilniji (neobavezni) član (Šimunović, 2003: 422). Uz to, dugo je prošlo i od vremena kada su se filozofi i teoretičari jezika složili oko stava da osobna imena nemaju nikakva značenja: ni primarnoga (denotativnoga) ni sekundarnoga (konotativnoga). Naime, osobna imena funkcioniraju kao oznaka za neku osobu i u potpunosti su lišeni značenja (v. Bjelanović 1988: 159; usp. Vodanović 2017: 150). Usporedi li se razumijevanje „značenja” osobnih imena s jedne s razumijevanjem značenja nadimaka s druge strane jasno je da osobno ime označava, a ne znači, dok nadimak označava, ali i znači.

Vođeni tezom da nadimak za razliku od osobnoga imena označava i znači za potrebe su ovoga rada izabrani i analizirani nadimci junaka iz dviju kulturnih serija nekadašnje Televizije Zagreb – *Naše malo misto* (1970) i *Prosjaci i sinovi* (1971). Korpusom je nadimaka iz dviju serija obuhvaćeno tridesetak nadimaka i u radu se analizira njihovo značenje kroz tri semantička odnosa temeljem kojih su oni i postali: a) sličnost (analogija); b) podudarnost (kontigvitet) i c) spajanje referenta i leksičkoga sadržaja (intersekcija). Prikupljeni nadimci nadalje se raspoređuju u tri semantička odnosa (analogija, kontigvitet i intersekcija) unutar kojih se klasificiraju u podskupine. Klasifikacija je unutar pojedinoga semantičkoga odnosa preuzeta iz poljske lingvistike (v. Biolik, 1983: 165–179) te se u pojedinim dijelovima prilagođava hrvatskome korpusu. Prema tome je pristupu osnovni sadržaj u značenju nadimka preuzet / preslikan / motiviran iz najčešće jasnih i vidljivih socio-kulturnih odnosa i veza između nadjevatelja i nadjenutoga (usp. Ciešlikova, 1998: 71–80). Cilj je rada kroz analizu značenja poznatih nadimaka predstaviti ih kao dominantan (ne)jezični element u izgradnji (i očuvanju) bogate socio-kulturne baštine hrvatskoga jezika.

**Servantes, Šunje and Dektiva – the Socio-Cultural Meaning of Nicknames**

The name entity pattern that is used as a social identifier consists of a name, a surname and often a nickname, whereby nickname is, by its nature, the most unstable element of that three-dimensional entity since it is optional (Šimunović 2003: 422). Language philosophers and theoreticians have long ago agreed that proper names, although used to designate a person, bear no meaning: neither primary (denotative) nor secondary (connotative) (see Bjelanović 1988: 159, Vodanović 2017: 150). As opposed to proper names, nicknames both designate and bear concrete meaning on persons by reflecting their physical and/or personality traits.

Taking into account this preliminary hypothesis, the aim of this paper is to collect and analyse the nicknames of thirty characters from two famous Croatian TV series, *Naše malo misto* (1970) and *Prosjaci i sinovi* (1971). According to their semantic relationships (similarity, compatibility, referent and lexical content combination), the nicknames are classified into three corresponding categories (analogy, contiguity and intersection), which are further divided into subgroups. Such a classification is borrowed from the Polish linguistics (see Biolik 1983: 165-179), but is partly modified for the purposes of the Croatian collection. Accordingly, the true essence of the meaning of a nickname is actually a reflection or a result of very often clear and obvious either socio-cultural relations or the relationship between the nickname giver and nickname bearer (see Ciešlikova 1998: 71-80).

The aim of this paper is, therefore, to present the famous nicknames, through the analysis of their meaning, as a dominant (non)linguistic element in the construction (and preservation) of the rich socio-cultural heritage of the Croatian language.

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**Željka Macan, Danijela Huljenić**

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**Semantic and Word-Formation Analysis of Tolkien's Toponyms – in the English  
Original and Croatian Translation**

The topic of this research are the toponyms confirmed by excerpt from J.R.R. Tolkien's trilogy *The Lord of the Rings*. Literary onomastics is mainly dedicated to the research of anthroponymy, and rarely to literary toponyms, though in literature, they do not have the exclusive role of spatial reference system. A number of works in the field of theory of literature have been dedicated to the problem of referentialism of names and generally to the relationship of this problem and extralinguistic reality. Names in literature can carry a semantic, semiotic and/or sound symbolic meaning and the question is how to approach their translation. There are different views from those claiming that names carry no meaning, and therefore there is no need for translation, to those asserting that names, apart from their primary function, which is to identify, bring additional information and have associative effect. In Tolkien's fictive world full of metaphors, toponyms are analysed on a semantic and word-formation level and are placed in a relationship of interlinguistic equivalence with those found in Croatian translation. The presentation follows the classification approach to translating names in literary texts given by Coillie (2014: 123-141) applied then to toponyms. The assumption is that those toponyms without additional meaning in the original will be approached as markers given to specific objects. Their role is connotative on the level of acoustic-articulatory symbolism and it is assumed they will not be translated. The connotations specific toponyms carry in the original will presumably be reproduced in the target language. Also, an assumption is that the strategy of erasing names will not be used. Common nouns as part of compound toponyms will be translated to the receptor language. Finally, motivation and meaning of certain toponyms are connected to the usage of a specific translation strategy. The results of the research have confirmed the assumptions, and the work aims to give contribution to the onomastic research in the field of theory of (literary) translation.

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## Nozie Malunga-Payet

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### Speech Act of Insulting in Setswana and French: an Intercultural Approach in Meaning and Conceptualisation

Semantic competency refers to the construction of sense, the ability to determine the meaning of a word or certain given syntactic structures. Pragmatic competency, on the other hand, refers to the ability to use the target language in a manner that conforms to the context, to interpret utterances as per the illocutionary intention of the speaker. Today researchers agree on the fact that different cultures conceptualise linguistic concepts differently and on the importance of an intercultural approach to second language teaching. An intercultural approach can go a long way in avoiding misunderstandings linked to speech and culture. Our conference paper aims at exploring the meaning and the conceptualisation of the speech act of insulting in Setswana and French. An insult is a speech act that is usually spoken in situations of conflict. It is the most violent and most threatening of all face threatening acts as it aims at hurting the image or the dignity of the addressee by the very sense that it conveys; be it directly or indirectly. An insult is a universal manifestation but is still a complex phenomenon even today (Ngalasso-Mwatha 2015) and its conceptualisation and realisation as a speech act can differ across languages. We plan to use empirical data gathered through DCT type questionnaires and questionnaires on metalinguistic knowledge as well as recordings of day-to-day discourse and social media interactions. Our principal theory model will be Galatanu Olga's Semantics of Argumentative Possibilities (SPA) (1999, 2002, 2004a, 2004b, 2007a, 2007b) as well as the same author's modal approach which reveals modal values that exist at the core of lexical entities. The SPA model and its modal approach can help to understand certain conceptualisations and linguistic occurrences in given contexts and cultures.

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**Anita Memišević, Mihaela Matešić**

*Sveučilište u Rijeci*

**Is a Human's Bark Worse Than His Bite? Animal Sounds in Croatian Verbs of Speaking**

Verbs of speaking play a specific role when it comes to referring to the processes of thinking (i.e. describing them) and interlocutors use them to inform each other about facts, ideas and emotions. All this makes them particularly interesting for cognitive linguists and in this paper we will approach them using the methodology of cognitive linguistics. This paper is a part of a wider project that encompasses all the categories and groups of verbs of speaking in Croatian (found in the dictionaries of the contemporary Croatian language and the HrWaC web corpus). Here we focus on the group of verbs that employ the metaphor of animal sounds with the goal of referring to human speech (e.g. *beknuti* 'to bleat once', *blejati* 'to be bleating', *cvrkutati* 'to chirp', *kreketati* 'to be croaking', *kokodakati* 'to be clucking', *lajati* 'to be barking', *kriještati* 'to be squawking', etc.). Our research has revealed that these metaphoric verbs contain a strong component of evaluating speech as boring, empty, fast, repetitive, tiring, persistent in the negative sense, sweet (with the goal of manipulating someone), flattering (with the goal of manipulating someone), banal, etc. The examples from the corpus reveal that this group of verbs is used for extremely negative evaluation of and for making ironic remarks about the content of speech (doubts with respect to: the veracity of the content, the accuracy of the speaker's transfer of information, the rational foundation of the conclusions presented by the speaker). We also analyse this dominance of negative evaluation and irony with respect to gender. The results of the semantic and pragmatic analyses will be compared to the results obtained in our study of the semantics of the verbs of writing.

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**Ana Mihaljević**

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### **Traduktološki aspekti dodira latinskoga i hrvatskoga crkvenoslavenskog**

Prevođenje se najčešće definira kao proces zamjene teksta na jednome jeziku tekstem na drugome jeziku. Sama definicija, međutim, ne određuje što je to što se zamjenjuje, je li riječ o dosljednoj zamjeni svake pojedine riječi ili rečenice. Često se naglašava da je cilj prevođenja tekst koji se prevodi u drugome jeziku učiniti jednakovrijednim tekstu na izvornome jeziku. Važno je da u oba jezična izraza značenje ostane isto, što znači da primatelji prevedene poruke moraju primiti isti sadržaj koji su primili i primatelji izvorne poruke. Takve definicije prevođenja u prvi plan stavljaju sadržaj i naglašavaju da nije važno formalno dosljedno pratiti izvor, nego prenijeti njegovo značenje. Značenje nije jedino što je važno prijevodom prenijeti, cilj je dobrog prevoditelja oblikovati tekst koji zvuči prirodno u jeziku na koji je preveden te je jedan od zahtjeva koji danas stoji pred prevoditeljem da tekst bude oblikovan u skladu s izražajnim mogućnostima i zahtjevima svojega jezika. Međutim, kad je riječ o jezicima koji imaju različit status (prestižniji i prošireniji jezik prema manje prestižnome i proširenome jeziku) te o vjerskim i biblijskim tekstovima odnos se između jezika primaoca i jezika davaoca mijenja. Stoga je polazna hipoteza u ovome radu da je latinski izvornik snažno utjecao na tekst crkvenoslavenskoga prijevoda te da prevladava težnja doslovnome prevođenju. Metodologija rada podređena je opisu građe te je uglavnom deskriptivna i interpretativna te kontrastivna, temelji se na osnovnoj lingvističkoj teoriji (Dixon 1997, 2010, 2012, 2013 i Dryer 2006) te na spoznajama kontaktne lingvistike (osobito Thomason 1988, 2001, 2010; Sankoff 2001, Winford 2003), traduktologije (Laviosa 2003, Catford 1965, Ivir 1978, Nida i Taber 2003, MacLaughlin 2011, Malamatidou 2016, Matějka 1968) te teorije procesuiranja rečenica i parsinga, a analiza se provodi na odabranome korpusu tekstova prevedenih s latinskoga na crkvenoslavenski. U radu će se prikazati i objasniti sa sociolingvističkoga i dijakronijskoga aspekta konkretni prevoditeljski postupci prenošenja značenja iz izvornoga jezika u ciljni jezik. Ovaj je rad doprinos povijesnoj traduktologiji i semantici.

### **Traductological Aspects of the Contact of Latin and Croatian Church Slavonic**

Translation is often defined as the process of transforming one text in one language into another text in another language. This definition does not state what is transformed, each word or each sentence. It is often stressed that the purpose of translation is to obtain a text in the target language which is equivalent to the text in the source language. It is important that the meaning stays the same in both languages, i.e. that the recipients of the translated message receive the same content as the recipients of the original message. Such a definition of translation focus on the meaning and stresses that it is not important to translate the original literally but it is important to transfer the meaning. Meaning is not the only thing that is important to transfer in translation. The aim of a good translation is to obtain a text which sounds natural in the language into which it is translated and one of the imperatives of a good translation today is that the text is written in accordance with the means of expression and grammatical rules of each language. However, when analysing languages which have a different status (prestigious and widespread language vs. language of less prestige and less widespread) and Biblical and religious texts the relationship between source and target language changes. Thus, the hypothesis is that the Latin protograph influenced strongly Croatian Church Slavonic translations. The methodology depends on the description of the corpus elements and it is mainly descriptive, interpretative and contrastive, and is based on the so-called basic linguistic theory (Dixon 1997, 2010, 2012, 2013, Dryer 2006) as well as the principles of contact linguistics (Thomason 1988, 2001, 2010, Sankoff 2001, Winford 2003), traductology (Laviosa 2003, Catford 1965, Ivir 1978, Nida and Taber 2003, MacLaughlin 2011, Malamatidou 2016, Matějka 1968), and the theory of sentence processing and parsing. The analysis is conducted on a selected corpus of Croatian Church Slavonic texts translated from Latin. In the paper translational procedures of transmission of meaning from the source language into the target language will be analysed from a sociolinguistic and diachronic aspect. This paper will be a contribution to historical traductology and semantics.

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## Ana Mikić Čolić, Maja Glušac

*Sveučilište Josipa Jurja Strossmayera u Osijeku*

### Polisemija sufiksa u hrvatskom jeziku

Za razliku od proučavanja polisemije na leksičkoj razini, polisemija tvorbenih jedinica još je uvijek neistraženo područje u hrvatskom jezikoslovlju. Tvorbeni se polisemija određuje kao veza između dvaju ili više značenja jedne tvorbenice, najčešće sufiksa, a polisemni su tvorbeni elementi oni koji u tvorbi obavljaju više od jedne funkcije. Neistraženost područja odražava se ponajviše u neujednačenosti nazivanja te se u literaturi polisemija sufiksa označava još i nazivima *višefunkcionalnost*, *tvorbeni višeznačnost* ili *polivalentnost*. Ipak, postoje razlike među navedenim nazivima, odnosno u njihovim semantičkim poljima te je stoga prvi cilj rada terminološko razgraničenje i usustavljivanje. U skladu s tim, višefunkcionalni bi bili oni sufixi koji se mogu dodati različitim vrstama riječi, odnosno različitim osnovama. U ovome radu polazimo od hipoteze da višefunkcionalnost i polisemija tvorbenih jedinica izravno utječu na njihovu plodnost, odnosno pretpostavljamo da su polisemni i višefunkcionalni sufixi u hrvatskom jeziku ujedno i najplodniji u tvorbi novih riječi. Da bismo provjerili tu hipotezu, analizu ćemo usmjeriti prema odnosu značenja vršitelj radnje (*nomina agentis*) – oruđe (*nomina instrumenti*) koji su zastupljeni kod hrvatskih sufiksa -ač, -aš, -(j)ar, -er, -ac... Prema vrlo raširenom mišljenju, navedena polisemija u tvorbi riječi rezultat je semantičkog proširenja od 'vršitelja' prema 'oruđu'. Taj smjer širenja nije i jedini što dokazuje primjer hrvatskog sufiksa -lo kod kojega je širenje teklo obrnutim smjerom – od 'oruđa' prema 'vršitelju radnje': *plutalo*, *strugalo*, *svječalo*, odnosno *jecalo*, *prigovaralo*, *spavalo*. Ideja o posebnoj vezi između tih dvaju značenja datira još iz 19. stoljeća. Naime, tumačenje semantičkog proširenja od 'vršitelja radnje' prema 'oruđu' počiva na metonimijskoj vezi koja implicira da svaka imenica koja označuje 'oruđe' mora imati korespondentnu imenicu koja označuje 'vršitelja radnje' kao „upravljачa“. Često se to proširenje tumači i hijerarhijom živosti te povezanošću ljudi i strojeva nakon industrijske revolucije. Dakle, ujednačeno tumačenje izvora polisemije 'vršitelj radnje' – 'oruđe' nije utvrđeno te ćemo u analizi pojedinačnih slučajeva u ovome radu uzeti u obzir jezične (kao što su glasovne promjene i posuđivanje) te izvanjezične razloge.

### Suffix Polysemy in Croatian

Unlike the study of polysemy at the lexical level, the polysemy of word formation units is still unexplored in the Croatian language. Word formation polysemy is defined as the link between the two or more meanings of a word formation unit, most commonly a suffix, and such units are those that perform more than one function in word formation. Since this area has not been sufficiently researched in the Croatian linguistics, suffix polysemy is also referred to as *multifunctionality* or *polyvalence*. However, there are differences between the above mentioned terms and therefore the first goal of this paper is the terminological delimitation and systematization. Accordingly, *multifunctional* suffixes are those that can be added to different types of words, or different bases. In this paper, the analysis begins from the hypothesis that *multifunctionality* and *polysemy* of word formation units directly affect their productivity, that is, we suppose that polysemous and multifunctional suffixes in the Croatian language are the most productive in creating new words. In order to check this hypothesis, we will focus our analysis on the relation of the 'agent' (*nomina agentis*) – 'instrument' (*nomina instrumenti*) polysemy that is represented in the Croatian suffixes -ač, -aš, -(j)ar, -er, -ac. According to a very widespread opinion, this type of polysemy is the result of a semantic extension from the 'agent' to the 'instrument'. This direction of expansion is not the only one in Croatian, which can be seen on an example of the Croatian suffix -lo in which the extension proceeds in the reverse direction - from the 'instrument' to the 'agent': *plutalo*, *strugalo*, *svječalo*, and *jecalo*, *prigovaralo*, *spavalo*. The idea of a special relationship between these two meanings dates back to the 19<sup>th</sup> century. Namely, the interpretation of the semantic extension from the 'agent' to the 'instrument' is based on a metonymic link which implies that every noun denoting an 'instrument' must have a corresponding noun denoting an 'agent' as a 'controller'. Often, the interpretation of this extension includes connection of people and machines after the Industrial Revolution. Thus a uniform interpretation of the source of polysemy of the type 'agent' – 'instrument' has not been established. In the analysis of individual cases in this paper we will consider linguistic reasons (such as sound change and borrowing) as well as extralinguistic reasons.

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## Evelina Miščin

RIT Croatia

### Errors in Presentations of Medical English Students

The purpose of this study is to analyse the errors of medical English students in their presentations. The analysis of errors that learners make in learning a language has become a significant aspect of the learning process. Knowledge of errors made by learners helps teachers in working towards a certain teaching goal (Riddel 1990).

Theoretical background will mention James (1998) who states that oral errors can be classified into the linguistic category classification and surface structure taxonomy. The linguistic category classification refers to phonological, grammatical, lexical, textual or discourse level (*ibid.*). Muhamad *et al.* (2013) mention descriptive taxonomy used by Delay, Burt and Krashen in 1982. According to them, errors occur when surface structures are altered by omission, addition, misformation and misordering. Some other studies on error analysis will be mentioned as well, but they were mostly concentrated on error analysis of written works.

At Zagreb School of Medicine presentations are an obligatory part of medical English classes when students present in English certain body structures and illnesses. In this way they are prepared for future conferences and presentations of their work. The research included 60 third year medical students. Both the oral errors and errors in presentation slides were examined. The errors on slides were mostly connected with poor spelling (or lack of using spellcheck), too much text and poor visuals. Most of medical students have been learning English since the early childhood, but they still struggle with some grammatical problems, mostly articles, verbs (tenses) and prepositions. Also, the pronunciation of medical words causes a lot of problems and instead of checking the pronunciation, students use their own.

The starting hypothesis was that learner errors are due to transfer from the learners' mother tongue. The results showed which types of errors occur most frequently. An understanding of the types of errors will help students in improving their oral proficiency. Also, teachers can identify specific language problems. In this way, students will be more proactive in terms of self-correction.

James, C. (1998). *Errors in Language Learning and Use: Exploring Error Analysis*. London, New York: Longman.

Muhamad, J.A. *et al.* (2013). Oral presentation Errors of Malaysian Students in an English for Academic Purposes (EAP) Course. *World Applied Sciences Journal* 21: 19–27.

Riddel, P. (1990). Error analysis: A Useful Procedure for Identifying Post-testing Activities. *The Language Learning journal* 2(1), Special issue.

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## **Evgeniia Molnar**

*University of Pannonia*

### **First Language Maintenance and/or Attrition of Russian Minorities Living in Hungary**

Living in an L2 environment often has an impact on the L1 either in the form of cross-linguistic influence (CLI) or language attrition. A new line of literature is trying to identify the difference between these two phenomena (Schmid 2017) with the result of finding more overlap than difference. The present research aims to explore which language levels (lexical, pragmatic) are mostly affected by the socio- and extralinguistic factors in an L2 environment. The sample consists of Russians living in Hungary for at least 7 years. The study employs multiple instruments to measure the related factors and involves the elicitation of oral and written data. An assessment of the participants' personal background, language use, and language attitudes was collected via a sociolinguistic questionnaire and individual interviews. The questionnaire was adapted from Schmid (2005). Three indices (i.e. language choice, contact and attitude) were calculated for each participant, which was then completed with the interview data. The data suggests that particular socio- and extralinguistic factors play a significant role in the development of the L1 of the participants.

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**Draženka Molnar, Alma Vančura**

*Sveučilište Josipa Jurja Strossmayera u Osijeku*

### **Reference Point Reasoning in Idioms of Comparison**

Based on data extracted from two language corpora supplemented by the additional survey findings, the present paper investigates idioms of comparison of the type *as+[colour ADJ]+as+[NP]* in English and Croatian.

The investigation is carried out on the basis of the Croatian National Corpus and the British National Corpus. Even though dictionaries may highlight elements of meaning which are no longer relevant in a synchronic perspective and are consulted as indicator of meaning status in the language as a whole, contextualised forms are given preference and corpora are exploited as the evidence of everyday usage. Additional survey findings would reveal much of the individual tendencies of the Croatian speakers in their choice of reference points and interpretation of colour terms.

The paper investigates the ways in which motivation and transparency may vary in idioms of comparison, both intralinguistically and cross-linguistically and advocate for a great deal of systematic cognitive motivation in their interpretation. In other words, some comparative constructions that seem to be motivated by metaphorical processes can vary in the choice of source domains, both within and across languages, whereas those motivated by metonymy exhibit a greater degree of correspondence due to the implicit knowledge structures.

The purpose of the paper is therefore twofold: to present linguistic evidence for natural prototypes as standards of comparison in both languages under study, and to show that such constructions seem to be highly motivated by the basic cognitive mechanisms.

Within the confines of this study, we would like to provide a better picture of the possible universalities regarding the underlying cognitive mechanisms at work in the interpretation of comparative constructions in unrelated languages. In contrast, differences might be assigned to natural prototypes which, unlike focal points, belong to the domain of conceptualisation and are culturally specific.

We believe that the results of the study can be of practical significance to the researchers in the field of phraseology, translation, contrastive studies and cross-cultural communication. Additionally, Croatian data might shed more light on the reference-point phenomena and bring new insights into a largely dominating Anglocentric approach to adjectival semantics.

Dobrovol'skij, D.O.; Piirainen, E. (2005). *Figurative Language: Cross-Cultural and Cross-Linguistic Perspectives*. Amsterdam: Elsevier.

Langacker, R.W. (2000). A dynamic usage-based model. In: Barlow, M.; Kemmer, S. (eds.), *Usage-Based Models of Language*. Stanford: CSLI Publications, 1–63.

Rosch, E. (1975). Cognitive Reference Points. *Cognitive Psychology* 7, 532–547.

Tribushinina, E. (2008). *Cognitive reference points: Semantics beyond the prototypes in adjectives of space and colour*. Utrecht: LOT.

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**Violeta Moretti, Mislav Benić***Sveučilište Jurja Dobrile u Puli; Institut za hrvatski jezik i jezikoslovlje, Zagreb***O vidu prezenata glagola *biti* u hrvatskom jeziku**

Istraživački problem iskazan je u naslovu – kroz izlaganje uspostavlja se precizna slika uporabe prezenata glagola *biti* u hrvatskome jeziku s obzirom na vid. Standardne hrvatske gramatike (poput Barić *et al.*, gramatike Silića i Pranjkovića i sl.) kažu da je prezent *jesam* nesvršen, a prezent *budem* svršen, a takvo shvaćanje dosad nije nailazilo na suprotna mišljenja, odnosno nema radova koji bi niti dodatno potvrđivali niti osporavali takav opis. Autori izlaganja, međutim, postavljaju hipotezu da je prezent *budem* zapravo dvovidan, a njezinu valjanost nastoje dokazati pretraživanjem hrvatskih elektroničkih korpusnih baza (npr. Hrvatski nacionalni korpus, Hrvatski jezični korpus, Gralis (BCS)) te podacima dobivenima istraživanjem jednoga od hrvatskih lokalnih govora – kukljičkoga, koji će poslužiti kao komparativna baza, osobito jer je upravo istraživanje toga govora pridonijelo otvaranju pojedinih pitanja u opisu glagola *biti* u hrvatskoj jezikoslovnoj praksi. Provjera u korpusima za cilj je imala utvrditi zastupljenost prezenata glagola *biti* u kontekstima koji nedvosmisleno ukazuju na svršenost i nesvršenost. Njezini rezultati pokazuju da se oba prezenta glagola *biti* mogu upotrebljavati u nekim kontekstima karakterističnim samo za nesvršene glagole, što navodi na zaključak da tradicionalni nazivi po vidu nisu osobito prikladni te se umjesto njih predlažu nazivi po formalnim osobinama čija se točnost ne može dovesti u pitanje: atematski prezent (*jesam*) i tematski prezent (*budem*).

Kroz izlaganje autori se ujedno dotiču i pitanja regionalnih varijacija u uporabi prezenata glagola *biti* u mjeri u kojoj je posvjedočuju korpusi, i dolaze do zaključka da u nekim slučajevima na izbor između dvaju prezenata glagola *biti* utječe ponajprije regionalna pripadnost govornika, što također upućuje na to da atematski i tematski prezent glagola *biti* ne treba promatrati kao vidski dosljedno suprotstavljene oblike.

**On Aspect of the Present Paradigms of the Verb *Biti* 'To Be' in the Croatian Language**

The research problem has been stated in the title – this presentation aims to present a thorough picture of the usage of the present tense of the verb *biti* 'to be' in the Croatian language from the point of view of verbal aspect. Standard Croatian grammars (as for example Barić *et al.*, Silić and Pranjković grammar, etc.) say that the present *jesam* is perfective, and the present *budem* imperfective. This opinion has not been challenged so far, as there is no scholarship that would additionally affirm or deny this approach in the description. However, the authors of this paper are proposing that the present tense *budem* is in fact biaspectual, basing their hypothesis on the results of their research in Croatian electronic language corpora (as are, for example *Hrvatski nacionalni korpus*, *Hrvatski jezični korpus*, *Gralis* (BCS)) and on the data obtained by the research into one of Croatian local dialects – the Kukljica idiom. This dialect will serve as a base of comparison (especially because the effort to describe it resulted in opening certain questions in the description of the verb *biti* 'to be' in Croatian linguistics). The aim of the exploration of Croatian digital corpora was to determine to what extent present forms of *biti* were represented in contexts that unambiguously point to either perfectiveness or imperfectiveness. The results have shown that both presents of the verb *biti* can be used in certain contexts characteristic of imperfective verbs only. This leads to the conclusion that the traditional terminology based on aspect is not quite appropriate, so the authors wish to propose terms based on formal characteristics, whose accuracy cannot be questioned: the thematic present (*jesam*) and the athematic present (*budem*).

Through their paper the authors address regional variants in the usage of the verb *biti* – the electronic corpora confirmed that, in certain cases, the choice between the two presents of *biti* is influenced by the speaker's regional origin. This also points to the fact that the distinction between the athematic and thematic presents of the verb *biti* should not be considered as a systematic opposition based on aspect.

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## Manuel Padilla Cruz

University of Seville

### Towards a Relevance-Theoretic Procedural Account of Diminutive Morphemes

Diminutives modify the denotation of the concepts nouns encode by adding information about size. They often work as mitigators of the face-threateningness of actions by inviting implicatures concerning the low imposition involved (Brown and Levinson 1987). However, diminutives frequently unveil speakers' psychological state(s) concerning the nominal referent, so they function as *expressives* whereby speakers communicate something difficult to express through words (Potts 2007).

Relevance-theoretic pragmatics (Sperber and Wilson 1995) treats morphology as encoding *procedural meaning* or processing instructions. Morphemes for verbal tense and aspect are seen as delimiting the temporal coordinates of propositions. Other morphemes, personal pronouns, demonstratives and deictics similarly constrain the inferences necessary for determining propositional contents (Escandell Vidal *et al.* 2011), while expressive elements assist identification of psychological state(s) and trigger mental representations thereof known as *higher-level explicatures* (Wharton 2009).

Relying on the notion of procedural meaning and the lexical-pragmatic processes relevance theory postulates, this presentation will suggest a procedural account of diminutives. They will be argued to encode a procedure causing *ad hoc concept construction*, or modulation of an encoded concept, and another procedure responsible for the representation of psychological state(s), whose output is not a higher-level explicature, but a shorter-ranging representation confined to the noun to which they are attached. Such a double procedural encoding, though, contravenes the current conception of procedural meaning, as procedural elements can only encode one procedure with just one output. Consequently, diminutive morphemes will be claimed to encode a *meta-procedure* causing the selection of one procedure from among a set of (two) potential ones. In the case of diminutives, actual selection of a particular procedure is triggered by paralinguistic features.

Brown, P.; Levinson, S.C. (1987). *Politeness. Some Universals in Language Usage*. Cambridge: Cambridge University Press.

Escandell Vidal, M.V. *et al.* (eds.) (2011). *Procedural Meaning: Problems and Perspectives*. Bingley: Emerald Group Publishing.

Potts, C. (2007). The expressive dimension. *Theoretical Linguistics* 33 (2): 165–197.

Sperber, D.; Wilson, D. (1995). *Relevance. Communication and Cognition*. Oxford: Blackwell.

Wharton, T. (2009). *Pragmatics and Non-verbal Communication*. Cambridge: Cambridge University Press.

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## **Benedikt Perak, Damir Medved**

*Sveučilište u Rijeci; Ericsson Hrvatska*

### **Building a Conversation Module for the Museum Assistant**

The age of digital assistants is rising, with different computer-assisted conversation modules emerging from various technology companies such as IBM, Google, Amazon, Apple, Microsoft, Facebook, etc. The conversation module sometimes also called a chatbot (Raj 2018, Goyal *et al.* 2018), is a machine learning system that allows human users to have conversational experience about some domain of knowledge.

The process of creating a conversation module is comprised of several phases that include: defining the conversation domain, classification of intent, building the conversational database, chatbot customization and personality. The domain is defined as a set of interactional procedures and informational resources that a particular chatbot should be used for. The classification deals with the categorization and identification of user's intents to provide an appropriate response for the given domain. Intents have Training Phrases, which are examples of different syntactic-semantic constructions a user might elicit in a conversation about the given domain in order to express a particular intent for information that is retrieved from a chatbot, i.e. the database of responses.

In this paper, we will present a case study of a chatbot created and deployed for the purpose of eliciting a conversational experience for the Heritage Museum of Drenova (<http://bezgranica.hr/heritage-museum-of-drenova/>), with a goal to promote information about the history of Drenova in a museum setting.

This paper presents the process of selecting the technology framework, workflow modelling, collecting information, machine learning, as well as analysing Natural Language Processing resources.

Raj, S. (2018). *Building Chatbots with Python*. Berkeley, CA: Apress.

Goyal, P.; Pandey, S.; Jain, K. (2018). Developing a Chatbot. *Deep Learning for Natural Language Processing*, 169–229. Berkeley, CA: Apress.

<https://www.facebook.com/muzejdrenove/>

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Marta Petrak

Sveučilište u Zagrebu

**Od subatomske fizike do subpolarnih ledolomaca: pridjevi u hrvatskome tvoreni prefiksom sub-**

U radu se analiziraju pridjevi u hrvatskome koji sadrže prefiks *sub-*, a nastali su prefiksno-sufiksno (npr. *subatomski*: *sub-* + *atom* + *-ski*) ili prefiksno tvorbu (npr. *subpolaran*: *sub-* + *polaran*). Na temelju podataka ekscerptiranih iz mrežnoga korpusa hrWaC analizirani su pridjevi koji se pojavljuju s čestotnošću od deset ili više pojava. Korpusni rezultati pokazuju da je prefiks *sub-*, koji u hrvatskim tvorenica dosada nije bio predmetom detaljnijih istraživanja, poliseman morfem (usp. Babić 2002) u čijoj su značenjskoj mreži najzastupljenija tri značenja: 1) 'ispod', npr. *submandibularan* 'koji se nalazi ispod donje vilice (mandibule)', 2) 'manji (od)', npr. *submikroskopski* 'koji je ispod dimenzija mikroskopske vidljivosti' i 3) 'u blizini', npr. *submediteranski* 'koji se nalazi u područjima u blizini Mediterana'. Pridjevi tvoreni prefiksom *sub-* primjeri su internacionalizama u kojima se prefiks *sub-* pretežito veže s latinskim osnovama tvoreći brojne strukovne nazive, napose iz područja medicine i fizike, od kojih su mnogi vjerojatno nastali prema engleskomu tvorbenom uzorku (npr. *subacromial* > *subakromijalan*, *subtotal* > *subtotalan*). Na temelju više desetaka pridjeva posvjedočenih u korpusu može se reći da je *sub-* u hrvatskome izgradio relativno produktivnu morfološku paradigmu. Valja također istaknuti da mnoge pridjevske tvorenice s prefiksom *sub-* potvrđuju tezu o jezičnoj podspecifikaciji (eng. *linguistic underspecification*) (Radden i dr. 2007), odnosno ideju da jezični izrazi predstavljaju migove koji aktiviraju puno šire kognitivne resurse (usp. Fauconnier 1999). Pojam se podspecifikacije između ostaloga odnosi i na činjenicu da sastavnice koje čine složene jezične izraze obično motiviraju složenu strukturu kao cjelinu, ali da se značenje cjeline pritom ne može u potpunosti predvidjeti na temelju značenja njezinih sastavnica (Langacker 2000). U slučaju izvedenica to bi značilo da nam morfološka paradigma daje određen, podspecificiran uvid u značenje cjeline, ali da govornici često moraju naučiti "ostatak" značenja kao dio znanja o svijetu, odnosno specifičnije kao dio znanja pojedine struke. Primjerice, za pridjev *subfebrilan* (*sub-* + *febrilan* <lat. *febrilis*) govornici bi vjerojatno prepostavili da se odnosi na nižu temperaturu, ali moraju naučiti da je riječ o tjelesnoj temperaturi do 38°C.

**From Subatomic Physics to Subpolar Icebreakers: Croatian Adjectives Formed with the Prefix Sub-**

The paper presents an analysis of Croatian adjectives containing the prefix *sub-* formed through prefixal-suffixal formation (e.g. *subatomski* 'subatomic' *sub-* + *atom* + *-ski*) or prefixation (e.g. *subpolaran* 'subpolar' *sub-* + *polaran*). The analysis focuses on adjectives appearing with a frequency of ten or more occurrences in the hrWaC web corpus. According to the corpus data, the prefix *sub-*, which has not been studied in detail in Croatian derivatives so far, is a polysemous morpheme (cf. Babić 2002) in whose semantic network the following three meanings are the most represented: 1) 'under', e.g. *submandibularan* 'submandibular, situated under the mandible'; 2) 'lesser (than)', e.g. *submikroskopski* 'submicroscopic, too small to be seen through a microscope'; and 3) 'in the vicinity of', e.g. *submediteranski* 'sub-Mediterranean, situated in areas near the Mediterranean'. Adjectives formed with the prefix *sub-* are internationalisms in which *sub-* mostly attaches to Latin bases forming numerous special field terms, mostly from the domains of medicine and physics, of which many have probably been created according to English formation patterns (e.g. *subacromial* > *subakromijalan*, *subtotal* > *subtotalan*). On the basis of several dozen adjectives attested in the corpus, we can say that *sub-* has constructed a relatively productive morphological paradigm. It should also be emphasized that a number of adjectival derivatives containing the prefix *sub-* confirm the language underspecification thesis (Radden *et al.* 2007), i.e. the idea that language expressions only represent clues that activate much larger cognitive resources (cf. Fauconnier 1999). Underspecification also refers to the fact that the component structures of complex expressions usually motivate the composite structure as a whole, but that the meaning of the whole cannot be predicted from the meanings of the components (Langacker 2000). Applied to derivatives, this would mean that morphological paradigms give us an underspecified insight into the meaning of the whole, but that speakers often ought to learn "the rest" of the meaning as part of their knowledge of the world, i.e. their knowledge of a particular specialized field. For instance, for the adjective *subfebrilan* 'subfebrile', speakers would probably assume that it refers to a lower temperature, but they have to learn that the adjective refers to body temperature under 38° C.

- Babić, S. (2002). *Tvorba riječi u hrvatskome književnome jeziku*, 3. poboljšano izdanje. Zagreb: Nakladni zavod Globus i Hrvatska akademija znanosti i umjetnosti.
- Fauconnier, G. (1999). Methods and generalizations. In: Janssen, Th.; Redeker, G. (ur.), *Scope and Foundations of Cognitive Linguistics*, 95–127. Den Haag: Mouton de Gruyter.
- Langacker, R.W. (2000). *Grammar and Conceptualization*. Berlin, New York: Mouton de Gruyter.
- Radden, G.; Köpcke, K.-M.; Berg, Th.; Siemund, P. (ur.) (2007). *Aspects of Meaning Construction*. Amsterdam, Philadelphia: John Benjamins Publishing Company.

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**Ana Petravić, Ana Šenjug Golub, Željka Knežević***Sveučilište u Zagrebu***Strategije primanja, proizvodnje i učenja jezika u učenika J3 dječje dobi Empirijska studija u osnovnoškolskoj nastavi stranih jezika**

Spoznaje istraživanja ovladavanja trećim jezicima pokazuju da međusobna povezanost i varijabilnost jezičnih sustava u umu višjejezičnika otvaraju višestruke i višesmjerne mogućnosti transfera jezičnih znanja između J1, J2 i J3 u dekodiranju i enkodiranju značenja na leksičkoj, sintaktičkoj i tekstnoj razini. Način na koji i mjera u kojoj se višjejezičnici koriste tim mogućnostima usko su povezani s njihovim strategijama obrade, proizvodnje i učenja jezika. Istraživanjima u tom području utvrđeno je sljedeće: a) traženje sličnosti tipična je strategija jezične obrade i proizvodnje u učenika J3 (Török & Jessner, 2017), b) učestalost uporabe strategija recepcije i produkcije značenja veća je u ispitanika izloženih ciljanom inputu za osvježavanje procesa i strategija ovladavanja trećim jezicima (Behr, 2007), c) repertoar strategija učenja jezika povećava se s brojem jezika u višjejezičnom sustavu pojedinca (Mißler, 1999) i d) učenici J3 rabe i specifične „višjejezične“ strategije učenja (Bär, 2009). Pritom je poglavito riječ o spoznajama vezanima uz adolescente i odrasle.

S ciljem stjecanja uvida u osnovne procese jezične recepcije i produkcije te s njima povezane strategije učenja jezika u dječjoj populaciji provedeno je istraživanje uz pomoć specifično razvijenog upitnika. Uzorak je obuhvatio 700 učenika osnovne škole (4.-7. r.) kojima je J1 hrvatski, a koji u školskom kontekstu uče dva strana jezika – engleski i njemački, i to kao J2 od 1. odnosno kao L3 od 4. razreda. S obzirom na ključnu ulogu J3 za razvoj specifičnih strategija u višjejezičnika, pošlo se od osnovne hipoteze da će se s godinama usporednog učenja obaju stranih jezika proširivati repertoar strategija te da će rasti učestalost njihove uporabe. Preliminarnim rezultatima istraživanja ta je hipoteza potvrđena te je utvrđena pozitivna korelacija u učestalosti uporabe među svim ispitivanim tipovima strategija. Nadalje, identificirana je povezanost između školskog uspjeha i učestalosti uporabe strategija recepcije, produkcije i učenja jezika, što upućuje na razlike u odabiru i uporabi strategija između uspješnijih i manje uspješnih učenika.

Na toj se osnovi mogu formulirati određene glotodidaktičke preporuke za strukturiranje procesa primanja i proizvodnje značenja u nastavi stranih jezika u konstelaciji konsektivnog ovladavanja trećim jezicima.

**Language Reception, Production and Learning Strategies of Young L3 Learners: An Empirical Study in Croatian Primary School FLT**

The study of third language acquisition (TLA) shows that interconnectedness and variability of language systems in multilinguals' mind open multiple and multidirectional possibilities of transferring linguistic knowledge between L1, L2, and L3 in decoding and encoding meaning at lexical, syntactic, and textual level. The way how and to what extent multilinguals use these possibilities is closely related to their language processing, production, and learning strategies. The research in this area has revealed the following: a) the search for similarities is typical language processing and production strategy of L3 learners (Török and Jessner 2017), b) the usage of reception and production strategies is more frequent in respondents exposed to specific input for raising the awareness of TLA processes and strategies (Behr 2007), c) the repertoire of language learning strategies increases with the number of languages in the multilingual system of an individual (Mißler 1999), and d) L3 learners use some specific "multilingual" learning strategies (Bär 2009). These findings refer mainly to adolescents and adults.

In order to gain insight into the basic processes of language reception and production, and related learning strategies of young learners, a survey was conducted by means of a specifically designed questionnaire. The sample comprised 700 primary school students (4<sup>th</sup>–7<sup>th</sup> grade) with L1 Croatian, learning either English or German as L2 from the 1<sup>st</sup> and as L3 from the 4<sup>th</sup> grade. Considering the key role of L3 in the development of specific strategies in multilinguals, the basic hypothesis was that with the years of L2 and L3 learning the repertoire of strategies will expand as well as their usage frequency. Preliminary results confirmed this hypothesis and identified a positive correlation in the usage frequency among all the types of strategies examined. Furthermore, the connection between school success and usage frequency of language reception, production, and learning strategies was identified, pointing out the differences in the strategy selection and usage by the successful and less successful students.

Based on these results, specific recommendations for structuring the process of reception and production of meaning in FLT within the consecutive TLA constellation can be formulated.

Bär, M. (2009). *Förderung von Mehrsprachigkeit und Lernkompetenz. Fallstudien zu Intekomprehensionsunterricht mit Schülern der Klasse 8 bis 10*. Tübingen: Gunter Narr.

Behr, U. (2007). *Sprachenübergreifendes Lernen und Lehren in der Sekundarstufe I. Ergebnisse eines Kooperationsprojektes der drei Phasen der Lehrerbildung*. Tübingen: Gunter Narr.

Mißler, B. (1999). *Fremdsprachenlernerfahrungen und Lernstrategien. Eine empirische Untersuchung*. Tübingen: Stauffenburg.

Török, V.; Jessner, U. (2017). Multilingual awareness in Ln (foreign language) learners' strategies and processing. *Hungarian Journal of Applied Linguistics* 2: 1–18.

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### **Metafora u diskursu o migracijama**

U diskursu o migracijama uloga medija je istovremeno informativna i performativna. Izvještavajući o migracijama mediji posredstvom jezika oblikuju stajališta o njima, pri čemu se metafora izdvaja kao jedno od osnovnih oblikovnih sredstava. Upotrebom metafore kao diskursne strategije pojačava se stereotipno vrednovanje društvenih dionika te se svjesno ističu njihove poželjne ili nepoželjne odlike kao pripadnika određene društvene skupine, najčešće s ciljem pozitivne konstrukcije prikaza *Sebe* utemeljene na negativnoj konstrukciji prikaza *Drugog* (Reisigl i Wodak 2001).

Cilj je ovoga rada utvrditi modele metaforičke konceptualizacije migracije u člancima objavljenim u hrvatskim dnevnim novinama te proučiti i objasniti ulogu konceptualnih metaforičkih izričaja u diskursu o migracijama kao društvenom fenomenu.

Rezultati analize korpusa usporedit će se s rezultatima istraživanja provedenog na engleskom i talijanskom korpusu te će se ispitati jezično-kulturološke razlike u konceptualizaciji društvenih dionika, migranta i Europe, u okviru šireg diskursa o migracijama kojim dominira slika Europe ugrožene nezaustavljivim migrantskim valom.

Dosadašnje studije iz područja konceptualne metafore pokazale su da se apstraktne pojave u pravilu konceptualiziraju preko izvornih domena vezanih uz ljudsko tijelo, prirodne sile, kretanje i rat. U studijama medijskog diskursa o migracijama, društvenoj pojavi koja je u središtu interesa ovoga rada, navodi se česta upotreba metafora, osobito metafora vode (Gabrielatos i Baker 2008, Santa Ana 2002) te rata i prirodnih katastrofa (O'Brien 2003). S obzirom na dosadašnje spoznaje, kao i na provedeno istraživanje na engleskom i talijanskom korpusu, a uzimajući u obzir društveni i politički kontekst migracija u Europi, pretpostavka je da će se u ekscerpiranom korpusu migracija i migranti, kao ciljne domene, metaforički konceptualizirati kroz izvorne domene vode, kretanja, rata i trgovine, dok će se koncept Europe, kao sastavni premda i oprečni dio slagalice, metaforički rekonstruirati pomoću izvorne domene kuće (Santa Ana 2002). Nadalje, pretpostavka je da će se, uz uopćene modele konceptualnih metafora zabilježenih u engleskom, talijanskom i hrvatskom korpusu, utvrditi modeli prisutni samo u hrvatskom korpusu.

### **Metaphor in the Discourse on Migration**

In the discourse on migration, the role of the media can be seen as both informative and performative. When reporting on migrants, the media shape the perception of the public via the language used, with metaphor being one of the essential structuring devices. The use of metaphor as a discourse strategy increases the stereotypical qualification of social actors by purposefully highlighting their positive or negative characteristics as members of a particular social group, most often with the aim of positive Self-presentation based on negative Other-presentation (Reisigl and Wodak 2001).

The aim of this paper is to identify models of metaphorical conceptualization of migration in articles published in Croatian daily newspapers and to study and explain the role that conceptual metaphorical expressions have in the discourse on migration as a social phenomenon.

The results of the analysis of the corpus will be compared to the results of the study previously conducted on the English and Italian corpora with the aim of examining linguistic-cultural differences in the conceptualization of social actors, migrants and Europe, within the wider discourse on migrations dominated by the image of Europe endangered by the unstoppable migrant wave.

Previous studies in the field of conceptual metaphors have shown that abstract phenomena are generally conceptualized through source domains related to the human body, natural forces, motion and war. In the studies of media discourse about migration - the social phenomenon which is at the centre of this paper - the frequent use of metaphors, especially water metaphors (Gabrielatos and Baker 2008, Santa Ana 2002), war, and natural disaster metaphors (O'Brien 2003), has been observed. Based on these findings, as well as on the research conducted on the English and Italian corpora, and taking into account the social and political context of migration in Europe, it is assumed that migration and migrants, as target domains, will be metaphorically conceptualized through the source domains of water, motion, war, and trade. Conversely, the concept of Europe, an integral and opposite part of the puzzle, will be metaphorically constructed using the source domain of house (Santa Ana 2002). Furthermore, it is assumed that, in addition to the general models of conceptual metaphors observed in English, Italian, and Croatian corpora, models present exclusively in the Croatian corpus will be identified.

Gabrielatos, C.; Baker, P. (2008). Fleeing, sneaking, flooding: A corpus analysis of discursive constructions of refugees and asylum seekers in the UK press 1996–2005. *Journal of English Linguistics* 36(1): 5–38.

O'Brien, G.V. (2003). Indigestible Food, Conquering Hordes, and Waste Materials: Metaphors of Immigrants and the Early Immigration Restriction Debate in the United States. *Metaphor and Symbol* 18(1): 33–47.

Reisigl, M.; Wodak, R. (2001). *Discourse and Discrimination. Rhetorics of Racism and Antisemitism*. London: Routledge.

Santa Ana, O. (2002). *Brown Tide Rising: Metaphors of Latinos in Contemporary American Public Discourse*. Austin: University of Texas Press.

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**Nada Poropat Jeletić, Gordana Hržica, Eliana Moscarda Mirković***Sveučilište Jurja Dobrile u Puli; Sveučilište u Zagrebu***Istarski italofoni i kroatofoni dvojezični korpus govornoga jezika**

Dvojezični korpusi govornoga jezika predstavljaju značajan i najiscripniji izvor za proučavanje autentičnih doticajnih fenomena spontanoga dvojezičnog diskursa. Izgradnja dvojezičnih korpusa govorenoga jezika metodološki je zahtjevnija te je cilj ovoga rada opisati metodološke izazove za strukturiranje i oblikovanje Istarskoga italofonog i kroatofonoga dvojezičnog korpusa govornoga jezika, a čija je svrha dokumentiranje sinkronijske uporabe istromletačkoga te proučavanje i očuvanje istriotskoga. Naime, istromletački predstavlja najrašireniji jezični varijetet istarskoga italofonog repertoara, odnosno uživa izuzetnu etnolingvističku vitalnost. Riječ je o dijatopijskome podvarijetetu mletačkoga, koji je ujedno i dugovječna *lingua franca* u povijesti dvojezične Istre. Istriotski pak predstavlja arhaični pre-mletački autohtoni romanski jezik koji se razvio na "regionalnome" vulgarnom latinskom supstratu, a koji je uvršten u UNESCO-v popis ugroženih jezika pod velikom opasnošću od izumiranja. Korpus je oblikovan uzorkovanjem spontane konverzacije kako bi se maksimalizirala prirodnost sakupljenih diskursnih podataka te očuvali svi elementi dvojezične komunikacije. Svi su sudionici dali vlastiti obaviješten pristanak za snimanje zvučnih zapisa u bilo kojem trenutku unutar mjesec dana nakon potpisivanja pristanka. Govornici su ispunili upitnik o socioekonomskom statusu, jezičnoj izloženosti i uporabi jezika u okvirima vlastitih društvenih mreža. Zvučni su zapisi transkribirani, fonološki prilagođeni standardiziranom ortografskom obrascu, kodirani i segmentirani (govorni nizovi segmentirani su na komunikacijske jedinice temeljene na sintaktičkom kriteriju), a prema transkripcijskim formatima CHAT-a (*Codes for Human Analysis of Transcripts*) i CLAN-a (*Computerised Language Analysis*), alata dostupnih kao najveće baze govornih korpusa TalkBank (MacWhinney, 2010). Trenutačno se korpus sastoji od prijepisa jezičnih uzoraka 36 dvojezičnih govornika, a cilj je do kraja 2020. godine objaviti cijeli korpus uzorkovanjem spontane konverzacije okvirno 100 govornika iz svih dvojezičnih dijelova istarskoga poluotoka koji pripadaju trima generacijama izvornih dvojezičnih govornika, kako bi se osigurala reprezentativnost uzorka. Korpusi govornoga jezika još su uvijek rijetki te će ovaj korpus doprinijeti sekciji dvojezičnih korpusa baze TalkBank kao značajan i znanstveno pouzdan resurs, uz omogućenu javnu dostupnost, jednostavno pretraživanje i analizu varijacije dvojezične spontane interakcije.

**Istrian Italophone and Croatophone Bilingual Spoken Language Corpus**

Bilingual spoken language corpora represent a meaningful and the most comprehensive data source for investigating the genuine contact phenomena in non-monitored bilingual speech productions. Bilingual spoken corpus design is methodologically demanding, therefore this paper aims at describing the methodological challenges that apply to the corpus design of the Istrian Italophone and Croatophone Bilingual Spoken Language Corpus, whose purpose is to document the synchronic usage of Istrovenetian, a diatopic subvariety of Venetian and a longlasting *lingua franca* in the bilingual Istria, and to aid the preservation of Istriot, an archaic pre-Venetian autochthonous Romance language that developed on the "regional" vulgar Latin substrate, listed by the UNESCO as an endangered language at serious risk of extinction. The method of language sampling employed is kept at the level of spontaneous communication, in order to maximise the naturalness of the collected conversational data. All speakers have provided written informed consent in which they agree to be recorded at random point within the period of one month after signing the consent. Participants are administered a background questionnaire providing information about the socioeconomic status and the exposure and language usage in the participants' social networks. Recording data are being transcribed, phonologically adapted within a standardized orthographic form, coded and segmented (speech streams are being segmented into communication units based on syntactic criteria) and are being marked following the CHAT transcription system and its associated CLAN suite of programmes within the TalkBank toolkit (MacWhinney 2007). The corpus consists of transcribed sound recordings of 36 bilingual speakers, while the target is to publish the whole corpus by the end of 2020, by sampling spontaneous conversations among approx. 100 speakers from all the bilingual areas of Istria for ensuring representativeness (the participants are being recruited across three generations of native bilingual speakers in all the bilingual areas of the peninsula). Conversational corpora are still rare in TalkBank, so the Corpus will contribute to BilingBank as a highly relevant and reliable resource, enabling publicly available easy retrieval and analysis of variation in bilingual non-monitored interaction.

MacWhinney, B. (2007). The TalkBank Project. In: Beal, J.C.; Corrigan K.P.; Moisl, H.L. (eds.), *Creating and Digitizing Language Corpora: Synchronic Databases*, Vol.1, 163–180. Houndmills: Palgrave-Macmillan.

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**Zanaglasne dužine u osječkom govoru**

Jedno od nestabilnih mjesta hrvatske ortoepske norme jest naglasni sustav i u okviru njega izgovor/ostvaraj zanaglasnih dužina. Novija istraživanja hrvatskoga govora pokazuju da u hrvatskim urbanim govorima nestaje razlikovanje (ili ga i nema) dugih i kratkih zanaglasnih slogova te da je reduciranje dužina prisutno i u govorima s novoštokavskim četveronaglasnim sustavom (Pletikos Olof, 2013). Ta se pojava često objašnjava posljedicom obilježnosti i niskog stupnja poželjnosti ostvarivanja zanaglasnih dužina među govornicima hrvatskog jezika (Škarić i Lazić, 2002) pa stoji otvoreno pitanje o potrebi modifikacije norme i u području zanaglasnih dužina, naime „one se i izgovaraju i ne izgovaraju“. Budući da standardna norma treba određivati ono što je stilski neutralno i neobilježeno, jezikoslovci u tom segmentu prešutno prihvaćaju odmak od propisa. Ipak, dužine su prije svega činjenica gramatike (primjerice pripadaju određenim nastavcima i sufiksima) pa im je u sustavu osigurana stabilnost (Martinović, 2014), no „komunikacijska vrijednost“ ostaje upitnom. U svjetlu proučavanja hrvatskih urbanih govora s posebnim naglaskom na zanaglasne dužine, cilj je rada opisati njihove ostvaraje u osječkom govoru (posebice u paradigmama imenica e-vrste, u proširenim tvorbenim sufiksima te u prezentu glagola i određenim oblicima pridjeva) te ih usporediti s ostvarajem modelskoga govornika hrvatskoga standarda kada izgovara i kada (s namjerom) ne izgovara zanaglasne dužine, čije vrijednosti trajanja uzimamo kao referentne vrijednosti za kategorije dugi i kratki. Dosadašnja su istraživanja pokazala da se u Osijeku, čiji govor pripada novoštokavskom četveronaglasnom sustavu, najčešće gube dužine koje nisu neposredno iza uzlaznih naglasaka te da slabe (ali se najčešće ne gube) i dužine iza uzlaznih naglasaka, osobito iza dugouzlaznog (Benić, 2007), no ne postoji sustavniji opis zanaglasnih dužina u navedenim kategorijama riječi. Istraživanje se temelji na analizi govora Osječana koji su čitali rečenice zasićene riječima s očekivanim dužinama. Rezultati su pokazali da u osječkom govoru postoji tendencija reduciranja zanaglasnih dužina u pojedinim oblicima, ali rjeđe iza uzlaznih naglasaka.

**Post-accentual Lengths in the Speech of Osijek**

One of the unstable spots of the Croatian orthoepic norm is the accentual system and the pronunciation of post-accentual lengths. Recent research on Croatian speech indicates that long and short post-accentual syllables in Croatian urban dialects are mostly not distinguished, and even in the dialects with the Neoštokavian four-accent system the long post-accentual syllables are being reduced (Pletikos Olof 2013). This phenomenon is frequently explained as a consequence of the markedness and the low level of prestige of the post-accentual lengths among speakers of the Croatian language (Škarić and Lazić 2002). Because the standard norm should be the determiner of the stylistically neutral and the unmarked, linguists quietly accept the lapse from the regulations in this segment. Nevertheless, Martinović (2014) stresses that, in some cases, when it plays a distinguishing role, we should preserve the length as a grammatical fact, since they are stable as a part of the language system, but their “communicative value” is questionable. In the light of studying Croatian urban dialects with a special accent on post-accentual lengths, the aim of the paper is to describe their realizations in the speech of Osijek, particularly in genitive and instrumental cases of nouns of the e-declension, in some suffixes, as well as in the present verb tense and definite adjective forms. The results should be compared with the lengths produced by model speaker of standard Croatian when he is intentionally producing and not producing the length. The research so far has shown that in Osijek, whose speech belongs to the Neoštokavian four-accent system, the lengths not immediately following rising accents are most commonly reduced. It is also a common practice that the lengths following rising accents weaken (Benić 2007), but a systematic description of post-accentual lengths for the mentioned word categories does not exist. The research is based on the speech analysis of people from Osijek who read sentences saturated with words with lengths. The results have shown that there is a tendency in the speech of Osijek to reduce post-accentual lengths in certain forms, but the phenomenon is rather rare after rising accents.

Benić, M. (2007). Osnovni podaci o osječkoj akcentuaciji. *Filologija* 48: 1–28.

Martinović, B. (2014). *Na Pútu do nâglasnê nôrme – oprímjereno ĩmenicama*. Hrvatska sveučilišna naklada. Sveučilište Jurja Dobrile u Puli. Zagreb.

Pletikos Olof, E. (2013). Akustičke različitosti naglasaka hrvatskoga štokavskoga sustava kod govornika iz Slavonije i Dalmacije. U: Turk, M. (ur.), *A tko to ide? /A xmomamĩdže?: Hrvatski prilozi XV. međunarodnom slavističkom kongresu*, Zagreb: Hrvatsko filološko društvo – Hrvatska sveučilišna naklada, 99–113.

Škarić, I.; Lazić, N. (2002). Vrijednosni sudovi o hrvatskim naglascima. *Govor: časopis za fonetiku* XIX(1): 5–34.

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### **Co-Construing Meaning in Political Discourse in the Media**

The political communication in the media as “battle for the definition of the situation” (Windisch 1987) is an exceptionally interesting ground for testing the way in which the meaning is co-construed in discourse through the interaction of different stakeholders – politicians, citizens and the media, whereby the social networks play a special role as a meeting place of these different stakeholders, gathering around the same political ideas and programmes and articulating individual and collective interests and goals.

Regardless of the concept we take, either de Saussure’s understanding of the discourse as language in action and interactive meaning proposal or the contemporary discourse concept that according to the generally accepted widest definition encompasses the super syntax dimension of language expressions and social and historic conditions of their production, dealing with the discourse aspects of the collective in the meaning implies the inclusion of the basic principles of discourse functioning, primarily the principles of (inter)activity, interdiscursivity and finality in the analysis of the meaning of individual expressions.

The theoretical framework of this research is the modular discourse analysis (Roulet *et al.* 2001) as the integrating, general approach to the complexity of discourse organisation, which we combine, pursuant to the principle of the transportability of cognition (Nølke 1994) in order to achieve a higher precision of analysis, with the achievements ensuing from other analytical models focused on the specific aspects of discourse functioning (Bange 1992, Adam 1999) or a certain type of discourse or discourse genre (Charaudeau 1997, 2008, 2014, Moirand 2007).

We base our observations on the analysis of an authentic text corpus published on web portals and social networks on the occasion of the general election in Bosnia and Herzegovina in October 2018 during the pre-election campaign and the post-election period of the government constitution.

Following Charaudeau, who advocates an ideologically neutral approach to the political discourse in the media, focused on the linguistic analysis of mechanisms that are mutual to all the stakeholders on the political chess-board, regardless of their ideological differences, the process of co-construing of the meaning in the analysed expressions is interpreted in this paper from the viewpoint (1) of their finality (goal) (e.g. legitimising act / delegitimising act, acceptance act / rejection act, unmasking act / justification act, adulation act / provocation- challenge act etc.), (2) production instances (local politicians, citizens, media, international community) and (3) instances of reception (other politicians, citizens, media, international community). In the analysed corpus, this latest stakeholder appears as an important co-constructor of the meaning, in particular in the segment of limitation of the freedom of speech when it is abused as hate speech, i.e. in the segment of qualifying a certain expression as hate speech and delegitimising politicians.

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### **Aspects of Physical Appearance in English and German – Tracing the Space Between Euphemisms and Dysphemisms**

Euphemisms represent a very productive area of linguistic analysis, and this is particularly evident in analyses of euphemisms used to avoid direct mention of what is considered to be an unpleasant or embarrassing concept in a given sociocultural context. Some areas of life, e.g., religion or death, have traditionally been euphemised. Besides these, there are other areas that reveal characteristics of euphemistic usage in a specific community at a given point in time. This paper deals with euphemisms related to two aspects of physical appearance – obesity and cosmetics, as identified by R. W. Holder (2002). Although categorized as euphemisms, the investigation of the analysed items reveals that the space between euphemisms and dysphemism may be vague. The analysis includes the identification of linguistic means used to create such euphemisms, as well as the semantic changes that occur in the creation of euphemism (cf. Kuna 2007), with focus on the two aspects of physical appearance. The corpus consists of examples from English and German. Special focus will be placed on descriptions of euphemisms from the lexicographic point of view. Finally, a questionnaire among native speakers of English and German will be conducted. The aim of this part of the research is to use the corpus in order to trace the space between euphemisms and dysphemisms – the two concepts discussed at length by scholars such as Keith Allan and Kate Burridge (1991), and Eliecer Crespo Fernández (2007). Therefore, the research attempts to identify the ways in which the two aspects of physical appearance are referred to in two different sociocultural contexts, but also to establish the extent to which lexicographic identifications and descriptions of euphemisms overlap with native speakers' perception and use of such items.

Allan, K.; Burridge, K. (1991). *Euphemism & dysphemism: Language used as shield and weapon*. New York: Oxford University Press.

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## Mirjana Šnjarić, Mirjana Borucinsky

*Sveučilište u Zagrebu; Sveučilište u Rijeci*

### **Prototipnost glagolsko-imeničnih kolokacija u općeznanstvenome njemačkom, engleskom i hrvatskom jeziku**

Ovaj rad bavi se kontrastivnom analizom transdisciplinarnih glagolsko-imeničkih kolokacija i njihovih značenja u području općeznanstvenoga jezika (njem. *wissenschaftliche Alltagssprache*, *alltägliche Wissenschaftssprache*, Ehlich, 1993) kao važnom sastavnom dijelu znanstvenoga jezika. Uspoređuju se i analiziraju odabrani primjeri kolokacija njemačkoga i engleskoga jezika kako bi se utvrdile karakterističnosti značenjskih inačica glagola koje nastaju u kolokacijskom suodnosu s imenicama tipičnim za općeznanstveni jezik. Krajnji cilj međujezične usporedbe dvaju nacionalnih općeznanstvenih jezika jest izrada kontrastivnih korespondenata glagolsko-imeničkih kolokacija u hrvatskome općeznanstvenom jeziku. S obzirom na to da se ispituje nedovoljno istraženo područje hrvatskoga znanstvenog jezika rad se može smatrati doprinosom istraživanjima značenja leksika i leksičkih relacija ove važne, ali zanemarene sastavnice znanstvenoga jezika. Radom se također ukazuje na značenjsku problematiku koja nastaje prilikom utvrđivanja prijevodnih istovrijednica na kolokacijskoj razini u hrvatskome općeznanstvenom jeziku te se nude prijedlozi prijevodnih rješenja koji bi, prema mišljenju autorica, trebali biti obuhvaćeni dvojezičnim rječnikom.

### **Prototypical Verb-noun Collocations of the German, English and Croatian Language of Science**

This paper is a contrastive analysis of transdisciplinary verb-noun collocations of the common language of science (Germ. *wissenschaftliche Alltagssprache*, *alltägliche Wissenschaftssprache*, Ehlich, 1993) as an important component of scientific writing.

Selected German and English verb-noun collocations are compared and analysed to determine the specific meanings of verbs that arise from collocational patterns, i.e. in combinations with nouns prototypically found in the common language of science. The ultimate goal of comparing and contrasting the two national scientific languages is finding translation equivalents of verb-noun collocations in the Croatian common language of science.

The Croatian common language of science is a topic which has been excluded from much of the research literature. Hence, this paper is a contribution to research on vocabulary and lexical relations of this very important, yet neglected component of scientific writing.

Furthermore, this paper illustrates problems of determining the correct meaning of verb-noun collocations and finding proper translation equivalents in the Croatian common language of science. Finally, translation equivalents that should, according to the authors, be included in bilingual dictionaries are presented.

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**Ivana Špiranec***Sveučilište u Zagrebu***O predodžbenim metaforama u gradbi terminoloških složenica**

Poznato je da je jezik ogledalo kognitivnih procesa, a tomu je tako i u kontekstu jezika struke. Metafora i metonimija se u okviru kognitivnolingvističke teorije, koja nadilazi i proširuje postojeća strukturalistička načela, odavno ne smatraju poetskim izričajem, već kognitivnim mehanizmima koji sudjeluju u rasuđivanju, te se i obrnuto, njima lingvisti služe da bi bolje razumjeli spoznajni sustav čovjeka, te tako dali svoj doprinos kognitivnim znanostima koje predstavljaju vrlo široko interdisciplinarno područje.

Cilj je ovog rada analizirati prvotnu definiciju predodžbene metafore kako ju je formulirao Lakoff (1987) te ponuditi njezinu proširenu podjelu na primjerima terminoloških složenica iz područja građevinarstva. Ispitat će se do koje mjere predodžbene metafore mogu sudjelovati u rasuđivanju te nastojati prikazati različite podvrste i nijanse analizirajući njihovu predodžbenu i konceptualnu prirodu referirajući se pritom na već provedena relevantna istraživanja na tom području (npr. Mendoza i Perez 2011, Caballero 2003). Podjela će uključiti širok spektar mentalnih slika, npr.: vizualne, motoričke, kinestetičke, somaestetičke, taktilne, gustatorne, olfaktivne i auditorne. Analizom primjera prikazat će se do koje mjere naš biološki ustroj, iskustvo, te kultura dakle specifični sociološki, povijesni i filozofski momenti, mogu oblikovati značenje termina. Analiza će obuhvatiti kognitivnosemantičku te pragmatičku komponentu terminoloških složenica, te osvijestiti značaj kako individualnih tako i kolektivnih znanja u gradbi termina, a posebno enciklopedijskog znanja kako ga je definirala Žic-Fuchs (1991). Primjeri su preuzeti i odabrani iz stručno-znanstvenih časopisa iz područja građevinarstva te terminoloških rječnika.

Podjela ima potencijalni znanstveni doprinos jer moguće otvara nova teorijska pitanja o predodžbenoj metafori, ali i praktični jer se propitkuje doprinos novih spoznaja u nastavi jezika struke dakle mogle bi rezultirati zanimljivijim poučavanjem i učinkovitijim učenjem.

**On Image Metaphors in Terminological Compounds**

It is widely known that language use reflects our cognitive processing and that is also the case in English for specific purposes (ESP). Within cognitive linguistics, which surpasses and expands the existing structuralist principles, metaphor and metonymy are no longer viewed only as poetic devices, but represent cognitive mechanisms that take part in reasoning, and vice versa, linguists use them to better understand our cognitive system and in that way contribute to cognitive sciences that present a wide interdisciplinary field.

The aim of this article is to analyse the initial definition of image metaphor as formulated by Lakoff (1987) and offer its refined classification using terminological compounds from the field of civil engineering. The following issues shall be addressed: to what extent can image metaphors take part in reasoning and what kinds and shades are there taking into account their imageable and conceptual nature and referring to the existing studies that have been carried out in that field (e.g. Mendoza and Perez 2011, Caballero 2003). The classification will encompass a wide spectre of mental images, e.g.: visual, motor, kinaesthetic, somaesthetic, tactile, gustatory, olfactory and auditory. The analysis of examples is aimed at showing to what extent our biology, experience, and culture i.e. specific sociological, historical and philosophical factors, may influence the meaning of the term. The analysis will include cognitive-semantic as well as pragmatic component of terminological compounds, and will raise awareness of the importance of individual as well as collective knowledge that are both employed in the meaning construction of terminology, especially taking into account encyclopaedic knowledge as defined by Žic-Fuchs (1991). The examples have been picked from professional and scientific journals in civil engineering as well as from terminological dictionaries.

The classification has potential scientific contribution since it might open new theoretical questions on image metaphors, but also practical since it analyses the contribution of new insights regarding more interesting teaching methods and more efficient learning in ESP classrooms.

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## Sandra Tamaro

*Sveučilište Jurja Dobrile u Puli*

### **Značenje u istarskoj dijalektalnoj frazeologiji**

Cilj je ovoga rada analizirati kako se u različitim istarskim dijalektima za isti pojam leksikaliziraju i realiziraju različite nijanse značenja.

Kontrastivnim, kognitivnim i semantičkim pristupom usporedit će se koliko ima leksičkih i značenjskih odstupanja na primjerima iz pučke istarske frazeologije. Korpus je prikupljen terenskim istraživanjem i razgovorom s izvornim govornicima različitih romanskih (istriotskih i istromletačkih) i hrvatskih čakavskih mjesnih govora.

Istaknut ćemo nemogućnost doslovnog prijevoda jer frazeologija podliježe metaforičkim i metonimijskim mehanizmima koji se razlikuju od kulture do kulture i od jezika do jezika.

### **Meaning in Istrian Dialectal Phraseology**

The aim of this article is to analyse how different Istrian dialects realize and lexicalize different semantic nuances for the same concept.

Applying a contrastive, cognitive and semantic approach we will compare how big are the lexical and semantic deviations in the examples of folk Istrian phraseology.

The corpus was collected through fieldwork and interviews with native speakers of different Romance (Istriot and Istrovenetian) and Croatian Chakavian dialects.

We will point out the impossibility of a literal translation because the phraseology has its own metaphorical and metonymical mechanisms which differ from culture to culture and from language to language.

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**Sandra Tominac Coslovich, Jana Kegalj**

*Sveučilište u Rijeci*

### **Jezična analiza sintaktičkih i diskursnih obilježja pomorskih pravnih tekstova na engleskome jeziku**

Rad se bavi jezičnom analizom pomorskih pravnih tekstova izvorno pisanih na engleskome jeziku te daje pregled najznačajnijih sintaktičkih i diskursnih obilježja te njihovih funkcija unutar žanra. Istraživanje prikazano u ovome radu provedeno je na uzorku sastavljenom od triju pomorskih pravnih tekstova korištenjem računalnojezičnog alata MonoConc te kvalitativne analize i to na tekstovima Međunarodne konvencije o pravu mora (*United Nations Convention on the Law of the Sea*), Međunarodne konvencije o radu pomoraca (*Maritime Labour Convention*) te Pravilima o izbjegavanju sudara na moru (*International Regulations for Preventing Collisions at Sea*). Rad polazi od rezultata istraživanja iznesenih u radovima Mackinlay (2004) i Bhatije (1993, 1998), koji se bave istraživanjima i analizom sintaktičkih i diskursnih obilježja pravnih tekstova uopće te pravnih tekstova EU-a. Općeniti komunikacijski ciljevi koje pomorski pravni tekstovi te pravni tekstovi uopće pokušavaju postići jesu sveobuhvatnost (*all-inclusiveness*), nedvosmislenost te jasnoća i preciznost izraza (Bhatia 1993). Cilj je rada stoga analizirati na koji način pomorski pravni tekstovi postižu upravo navedene ciljeve te na koji način se to manifestira na sintaktičkoj i diskursnoj razini. Najprisutnije i najizrazitije sintaktičko obilježje pomorskih pravnih tekstova jesu duge, složene te vrlo često razlomljene rečenice. Stoga, rad prije svega polazi od analize upravo takvih rečenica kako bi se utvrdili razlozi i pragmatičke funkcije tako složenih sintaktičkih struktura. Dužini i složenosti rečenice prije svega pridonosi česta upotreba binominalnih i multinominalnih izraza, nominalizacije i pasiva, te umetanje brojnih ograničenja zbog specifičnog kognitivnog strukuriranja svojstvenom pravnim tekstovima. Navedena sintaktička obilježja također imaju i određene intertekstualne funkcije na razini diskursa, kao što su upućivanje na tekstualni autoritet (*signalling textual authority*), pružanje terminološkog objašnjenja (*providing terminological explanation*), olakšavanje tekstualnog mapiranja (*facilitating textual mapping*) te definiranje pravnog opsega (*defining legal scope*) (Bhatia 1998, 2013). Pregledom i analizom temeljnih sintaktičkih i diskursnih obilježja pomorskih pravnih tekstova na engleskome jeziku želi se pridonijeti njihovom boljem razumijevanju, tumačenju te prevođenju.

### **Linguistic Analysis of Syntactic and Discursive Features of Maritime Legal Texts Written in English**

The paper deals with linguistic analysis of maritime legal texts originally written in English language and provides an outline of the most significant syntactic and discursive features and their pragmatic functions within the genre of legal texts. The research presented herein was carried out on a sample of three maritime legal texts: *United Nations Convention on the Law of the Sea*, *Maritime Labour Convention* and *International Regulations for Preventing Collisions at Sea*. The research was carried out by borrowing the tools from corpus linguistics, namely MonoConc texts searching programme and using qualitative text analysis. The research was based on the results found in the works of Mackinlay (2004) and Bhatia (1993, 1998), who have been conducting research on syntactic and discourse features of legal texts in general and EU legal texts. Some of the overall communicative aims that maritime institutional law texts and legal texts in general try to achieve are all-inclusiveness, unambiguity, clarity and precision of expression. The paper tries to provide an analysis of the ways in which maritime legal texts achieve these communicative aims and how this is manifested at both syntactic and discursive level. Since syntactic and discourse features of legislative writing are interconnected, the paper first identifies long complex and very often discontinued compound sentences and then goes further to investigate various causes behind such complex syntactic patterns and functions they perform within the genre, such as the use of binominal and multinominal expressions, nominalization, passive voice and insertion of numerous qualifications. These syntactic characteristics also perform certain intertextual functions on the discourse level, such as signalling textual authority, providing terminological explanation, facilitating textual mapping and defining legal scope. Ultimately, outlining the above mentioned generic characteristics of maritime institutional law texts in English aims to provide a small contribution to understanding, interpretation and translation of such texts.

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**Sanda Lucija Udier, Darko Matovac**

*Sveučilište u Zagrebu*

### **A Cognitive Linguistics-Based and Didactically Appropriate Description of the Verbal Prefix *za-* ('For-, Behind-') in the Croatian Language**

The description of verbal prefixation in the Croatian language (CL) in the cognitive-linguistic theoretical framework (Šarić 2014, Belaj 2008) is characterized by greater detail and coherence and is therefore generally more applicable in the context of teaching Croatian as L2 (CL2) than the traditional descriptions (Babić 1986, Barić *et al.* 2005, Silić and Pranjković 2005). In traditional descriptions of verbal prefixation in the CL, no attempt is made to link the different meanings of a particular verbal prefix to either the common meaning or the semantic relationships which are derived from the original meaning, as they do in cognitive-linguistic descriptions. Therefore, they are incoherent and unsuitable for teaching. A description of Croatian verbal prefixation that would be appropriate for didactic application should be coherent, simple and logical, and it would be desirable that it relies on spatial relationships and bodily experiences, since they are usually easy to understand. In this work, the description of the meaning of the verbal prefix *za-* ('for-, behind-') in the CL will be discussed based on a cognitive-linguistic theoretical framework, as will be the challenges in adapting this description for use in the contexts of teaching CL2 at levels B1-B2. The first objective of this paper is to show how the seemingly different meanings of the verbal prefix *za-* overlap and how they are related to the spatial meaning of that prefix. The description of the meaning of the prefix *za-*, besides being coherent, theoretically grounded and corpus-based, should be abridged, i.e. adapted for the teaching of CL2 at levels B1-B2. The second goal of this work, the didactic adaptation of the description of the meaning of the verbal prefix *za-*, implies that the described network of meaning should be simple, clear and memorable, and not too extensive and detailed or burdened with linguistic terms, so that it facilitates the mastery of prefixed verbs for CL2 learners. The description of the meaning of the verbal prefix *za-* and its glottodidactic adaptation is a prerequisite for further empirical evaluation of the application of cognitive- linguistic descriptions of verbal prefixes in the context of CL2.

#### **Kognitivnolingvistički utemeljen i glotodidaktički primjeren opis glagolskoga prefiksa *za-* u hrvatskome jeziku**

Opisi glagolske prefiksacije u hrvatskom jeziku nastali unutar kognitivnolingvističkoga teorijskoga okvira (Šarić 2014, Belaj 2008) odlikuju se većom detaljnošću i koherentnošću te su zbog toga načelno primjenjiviji u kontekstima poučavanja hrvatskoga kao inoga jezika nego što su to tradicionalni opisi (Babić 1986, Barić i dr. 2005, Silić i Pranjković 2005). U tradicionalnim opisima različita se značenja pojedinoga glagolskoga prefiksa ne pokušava povezati bilo zajedničkim nadznačenjem bilo značenjskim vezama koje se granaju od ishodišnoga značenja, kao što se to čini u kognitivnolingvistički opisima, te su zbog toga ti opisi nekoherentni i, posljedično, neprikladni za glotodidaktičke svrhe.

Da bi značenjski opis glagolske prefiksacije bio prikladan za glotodidaktičku primjenu, on treba biti koherentan, jednostavan, logičan i pregledan, a poželjno je i da se oslanja na prostorne odnose i tjelesno iskustvo budući da su oni najčešće jednostavno shvatljivi i univerzalni. U ovome radu će se na temelju kognitivnolingvističkih teorijskih okvira raspravljati o značenjskome opisu glagolskog prefiksa *za-* u hrvatskome jeziku te o problemima i izazovima pri prilagodbi toga opisa za upotrebu u kontekstima poučavanja hrvatskoga kao inoga jezika na razinama B1 i B2. Prvi je cilj rada pokazati na koji se način naizgled različita značenja glagolskoga prefiksa *za-* međusobno preklapaju te na koji su način povezana s ishodišnim prostornim značenjem toga prefiksa. Značenjski opis prefiksa *za-*, osim što mora biti teorijski opravdan i korpusno utemeljen, treba biti i reduciran, tj. prilagođen poučavanju na jezičnim razinama B1 i B2. Drugi cilj rada, glotodidaktička prilagodba opisa, podrazumijeva da opisana značenjska mreža treba biti jednostavna, zorna i pamtljiva te ne previše opširna i detaljna ili opterećena lingvističkim terminima, a da bi onima koji se njome koriste za učenje upotrebe glagola prefigiranih prefiksom *za-* olakšala ovladavanje tim glagolima. Značenjski opis prefiksa *za-* i njegova glotodidaktička prilagodba preduvjet su za daljnje empirijsko vrednovanje primjene kognitivnolingvističkih opisa glagolskih prefikasa u kontekstu poučavanja hrvatskoga kao inoga jezika.

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## Melita Aleksa Varga, Ana Keglević

*Sveučilište Josipa Jurja Strossmayera u Osijeku*

### **Familiarity of Croatian Proverbs: Comparison of Two Studies with Different Approaches**

The present paper can be considered as a further step in the process of determining the Croatian paremiological minimum and optimum, a project started in 2014. The results of prior researches have been presented on Europhras 2014, 2018 and Slavofraz 2018 conferences.

The starting points for the project of determining the Croatian paremiological minimum with the aim of compiling a Croatian Dictionary of Proverbs were the preliminary work of Grzybek, Škara and Heyken (1993), the investigation of Croatian proverbs collections, collections obtained from the Internet and the Croatian corpora. The researches in the matter that lasted over a year have resulted in the compilation of a questionnaire containing 105 proverbs that occur most frequently in the above mentioned sources. The aim of the present project was to test to which extent proverbs that occur most frequently in Croatian corpora and the works listed above are familiar to Croatian native speakers and in which form they should be included into the Croatian paremiological minimum and/or optimum and eventually in the Dictionary of Croatian proverbs. In the course of the 2014-study in which the aforementioned questionnaire with the final-text-presentation was used, the data were collected from 897 participants. In the second, 2018-study, the same questionnaire was used but this time with the initial-text-presentation, and we collected data from 677 ( $\bar{x}=30$  years,  $s=18.59$ ) participants. In the course of the present paper the data from the two approaches will be compared, thus following the hierarchical model of encoding the results proposed by Chlosta and Grzybek (2015) and processed in the statistical program SPSS for Windows. By comparing the results of the two approaches we hope to obtain answers to the following main research questions: Is there a statistically significant difference in the overall familiarity of proverbs when the first and second parts of the proverbs are omitted? Which proverbs and which variants of proverbs should belong to the Croatian paremiological minimum after the results of the two approaches have been compared?

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Chlosta, Ch.; Grzybek, P. (2015). Zum Teufel mit dem...: Anfang und Ende in der experimentellen Parömiologie. U: Grandl, Ch.; McKenna, K.J. (ur.), *Bis dat, qui cito dat. Gegengabe in Paremiology, Folklore, Language, and Literature. Honoring Wolfgang Mieder on His Seventieth Birthday*. Frankfurt am Main: Peter Lang, 109–120.

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**Ana Vidović Zorić***Sveučilište u Zagrebu***Elektropalatografsko istraživanje koartikulacije u kontaktu frikativa i laterala**

Govor je složena motorička aktivnost koja u svakome trenutku zahtijeva visoko koordiniranu izvedbu većeg broja izgovornih pokreta. Prema postavkama artikulacijske fonologije i koprodukcijских teorija, artikulacijske geste temeljne su izgovorne jedinice, koje se u procesu govorne proizvodnje međusobno preklapaju i tako stvaraju uvjete za koartikulacijske procese (Farnetani, 1999). Istraživanja su pokazala da se artikulacijske geste razlikuju po snazi kojom djeluju na susjedne geste u koartikulacijskom odnosu. Prema Recasensovu modelu stupnja artikulacijske angažiranosti (engl. *degree of articulatory constraint model*; DAC) glasnici čija izvedba angažira leđa jezika otporniji su na koartikulacijske utjecaje u koartikulacijskom odnosu (Recasens i sur, 1997). Nadalje, ova teorija pretpostavlja da je koartikulacijski otpor proporcionalan koartikulacijskom pritisku, tj. glasnici koji su otporniji na utjecaje susjednih glasnika ujedno i vrše veći koartikulacijski pritisak na te glasnike. Koartikulacijski otpor glasnika dodatno mogu pojačati neke karakteristike načina izgovora, kao što su npr. frikativnost i lateralnost. Ovaj model pretpostavlja da hrvatski prednji lingvalni frikativi /s/ i /ʃ/ te lateral /l/ imaju istu razinu koartikulacijskog otpora. Cilj je ovoga rada provjeriti ovu pretpostavku na način da se ispita hoće li u kontaktu frikativa i laterala unutar sloga doći do preklapanja njihovih izgovornih gesti i, ako dođe do preklapanja, koja će gesta prevladati. Govorni materijal preuzet je iz korpusa spontanoga govora KROKO, a činile su ga hrvatske riječi /ɭapama/ i /slamama/ koje je barem dva puta izgovorilo osam izvornih govornika hrvatskoga jezika. Segmentacija, anotacija i obrada podataka izvedeni su u programu Articulate Assistant (Wrench, 2002). Koartikulacijska je angažiranost mjerena s pomoću triju elektropalatografskih mjera: (1) indeksom lateralnosti; (2) indeksom jezično-nepčanog dodira u svakoj artikulacijskoj zoni; (3) indeksom centra gravitacije jezično-nepčanog kontakta. Analiza podataka ne potvrđuje u potpunosti predviđanja modela stupnja artikulacijske angažiranosti, ali i pokazuje velike razlike među ispitanicima u načinu koartikulacije frikativa s lateralom. Rezultati se raspravljaju u kontekstu koartikulacijskih teorija te iz perspektive jezično-specifičnih i jezično-univerzalnih karakteristika koartikulacijskih procesa.

**Electropalatographic Investigation of Coarticulation in Fricative + Lateral Clusters**

Speech is a complex motor activity which constantly demands a highly coordinated execution of the articulatory movements. According to the postulates of the articulatory phonology and the coproduction theories, articulatory gestures are the basic articulatory units, which overlap during speech production, setting conditions for the coarticulatory processes (Farnetani 1999). Previous studies have found that articulatory gestures differ from each other regarding the level of influence they have on the adjacent gestures in the coarticulatory interaction. According to the degree of the articulatory constraint (DAC) model of coarticulation, speech segments involving the tongue dorsum during their production will have a greater coarticulatory resistance in the articulatory interaction (Recasens *et al.* 1997). Furthermore, this theory presumes that the coarticulatory resistance is proportional to the coarticulatory constraint, i.e. speech segments with a greater resistance to the coarticulatory influence of the adjacent segments should have a greater influence on those segments at the same time. Coarticulatory resistance could be additionally intensified by some other characteristics, such as manner of articulation, for example fricativity or laterality. This model assumes that Croatian anterior lingual fricatives /s/ and /ʃ/ as well as the lateral /l/ are at the same level of coarticulatory resistance. The aim of this paper is to verify this assumption by investigating the possibility of overlapping articulatory gestures between fricatives and laterals in the immediate contact within the same syllable, and if the overlapping does occur, which one of the articulatory gestures will be more dominant. The speech material was extracted from the KROKO database of the spontaneous speech, and consisted of Croatian words /ɭapama/ and /slamama/, which were at least two times produced by eight native speakers of Croatian. Segmentation, annotation and data analysis were performed in Articulate Assistant (Wrench *et al.* 2002). The coarticulatory constraint was measured by the three electropalatographic measures: (1) laterality index; (2) tongue-palate contact index in each articulatory area; (3) central tendency of the tongue-palate contact. The data analysis does not entirely confirm the assumptions of the degree of the articulatory constraint model of coarticulation, but it should be noted that the variability in the manner of the fricative-lateral coarticulation between the speakers was found to a great extent. The results are discussed in terms of the coarticulatory theories and from a perspective of language-specific and universal characteristics of the coarticulatory processes.

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**Jelena Vlašić Duić, Ivana Gusak Bilić***Sveučilište u Zagrebu***Utjecaj prozodijskih sredstava na razumijevanje teksta**

U radu se propituje veza između razumijevanja sadržaja te odsječnih i osobito nadodsječnih obilježja izgovora. Termin prozodijska sredstva ili prozodija odnose se na nadodsječni ili suprasegmentni aspekt govora (Lehiste 1970) koji čine odnosi trajanja, jačine (intenziteta) i visine (tona), a u suvremenoj se fonetskoj i lingvističkoj terminologiji upotrebljavaju kao širi termini, pa obuhvaćaju i tempo, ritam, stanke, boju glasa itd. U američkim se izvorima za prozodijska sredstva najčešće upotrebljava naziv parajezik (*paralanguage*). Prozodijska sredstva u govoru se ostvaruju istodobno, a sadržaj koji je njima ostvaren uvijek je jači od sadržaja izražena leksičkim materijalom, tj. ako je ono što govorimo riječima u suprotnosti s prozodijskim sredstvima, prevagnut će poruke koje šaljemo prozodijom.

Govor lišen nadodsječnih obilježja može prenijeti značenje, ali gubi afektivnost (Wright, J. D. 2011). Međutim, iz Vuletićeva (1976) istraživanja vrednovanja različitih organizacija govorne poruke, tj. različitih govornih ostvarenja istoga teksta proizlazi da različita uporaba prozodijskih sredstava utječe ne samo na izražajnost, nego i na razumijevanje sadržaja.

U ovome je istraživanju razumijevanje sadržaja provjereno na nefikcionalnom tekstu koji je pročitan na šest različitih načina. U svakom je čitanju proveden jedan od pet odnosa: (1) u izgovoru afrikata *č, dž, ć, đ*, (2) u pravilima raspodjele naglaska u hrvatskom standardnom jeziku, (3) u izgovoru naglasne cjeline, (4) u ostvarenju rečeničnoga naglaska, (5) u ostvarenju intonacije i također (6) izgovor bez odnosa, odnosno uzoran govor. Svaki od tih načina čitanja najprije su ovjerili verificirani govorni stručnjaci. Istraživanje je zatim provedeno među učenicima osnovnoškolskoga uzrasta.

Pretpostavilo se da odnaci na nadodsječnoj razini u većoj mjeri utječu na razumijevanje sadržaja te da na razumijevanje najviše utječe odmak u izgovoru naglasne cjeline i odmak u ostvarivanju rečeničnoga naglaska. Rezultati potvrđuju te hipoteze i ukazuju na odnos između nadodsječnih obilježja i razumijevanja sadržaja. Time se pokazuje važnost poučavanja prozodijskih sredstava u nastavi (od osnovnoškolske do visokoškolske razine) jer ona omogućuju ne samo ostvarivanje afektivnosti i raznolikosti izražavanja, nego i razumijevanje sadržaja. Kako bi se učenički govor i razumijevanje unaprijedili, u osnovnoškolskoj nastavi potrebno je više čitati naglas i pozornije upoznati nastavnike s prozodijom te im ponuditi dodatnu edukaciju o govornim sredstvima.

**The Impact of Prosody in Text Comprehension**

The paper discusses the relationship between understanding the content and the segmental and, in particular, suprasegmental speech features. The term prosody or prosodic features refers to the suprasegmental aspect of speech (Lehiste 1970), which comprises the relations of quantity, stress (intensity) and pitch (tone), in modern phonetic and linguistic terminology used as a broader term, including tempo, rhythm, pause, voice colour, etc. In American English, the term paralanguage is more often used than the term prosody. In speech, prosodic features are realized simultaneously, and the content they achieve is always stronger than the content that is expressed lexically. That is, if what we are saying contradicts the prosodic features, then the messages sent using prosody are those that will prevail.

Speech without suprasegmentals can transfer meaning but loses affectivity (Wright, J.D. 2011). However, Vuletić's (1976) research on evaluating various organizations of speech messages, in different speech realizations of the same text, suggests that different uses of prosodic features affect not only the expressiveness but also the understanding of content.

In this study, text comprehension was verified in a non-fiction text that was read in six different ways. Each reading had one of five deviations: (1) in the pronunciation of affricates *č, dž, ć, đ* (2) in the rules of the distribution of word stress in the Croatian standard language, (3) in the realization of pronunciation units, (4) in sentence stress, (5) in sentence intonation and also (6) pronunciation without deviation, the exemplary speech. Each of these readings was first verified by speech experts. The research was then carried out among elementary school students.

It has been assumed that suprasegment deviations have a greater influence on understanding content and that this understanding is mostly influenced by deviations in the realization of pronunciation units and by sentence stress. The results corroborate these hypotheses and point to the relationship between suprasegmentals and text comprehension. This demonstrates the importance of teaching prosody (from elementary to high school level), because it enables not only the achievement of affectivity and diversity of expression but also text comprehension. Reading aloud is necessary when it comes to improving student speech and understanding in elementary school. In addition, it is important to further familiarize teachers with prosody and offer them additional speech education.

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**Barbara Vodanović, Vanda Mikšić***Sveučilište u Zadru***Književna antroponimija i izazovi prevođenja**

U proučavanju i interpretaciji književnih djela imena likova često zauzimaju važno mjesto, kao specifični jezični znakovi koji se prelijevaju u simboličko-poetički prostor. Ime kao jezični znak ulazi u komunikacijski proces, a obavijesti koje se s razine koncepta semičkim obilježjima prenose na razinu leksika dio su potencijske riječi (fr. *parole potentielle*) koja prethodi svakoj uporabi. U potencijalnoj je riječi smješten i potencijalni označenik (fr. *signifié de puissance*) koji je uvijek dostupan samo djelomično i to u zavisnosti o sudionicima u komunikaciji. Iako, za razliku od apelativa, onim ne posjeduje *invarijantni koncept* o kojem govori Wierzbicka (1996: 264) ili egzistencijalnu pretpostavku (cf. *présupposition existentielle*) o kojoj govori Kleiber (2001), vlastito ime unutar iskaza posjeduje referencijalni karakter kao subjekt identifikacije. Time je njegova referencijalnost ostvarena, on je deskriptor konkretnog diskursa. Štoviše, pozivajući se na Gutschmidta (1987: 492), Benedicta Windt (2005: 46-47) smatra da se književni onomastičar ne može ograničiti na opis i objašnjavanje (svakog) pojedinog imena, nego mora proučiti cijelu strukturu tzv. "imenskog pejzaža" unutar nekog djela. Osim što su se oko njega lomila kopla jezikoslovaca i filozofa jezika, vlastito ime rudnik je izazova i za traduktologe (cf. Ballard, 2001) koji, istražujući mogućnosti njegova prenošenja u ciljni jezik-kulturu, pridonose promišljanju kako formalnih obilježja vlastitog imena kao jezičnoga znaka, tako i njegova odnosa prema referentu s obzirom na kontekst, odnosno njegova statusa unutar polazne i dolazne kulture (društva). U ovom će nas izlaganju zanimati kako prevoditelj pristupa antroponimu aktualiziranom u literarnom kontekstu, te koju važnost pri njegovoj reaktualizaciji u dolaznom jeziku-kulturi ima njegovo početno, potencijalno stanje. U tu ćemo se svrhu poslužiti primjerima iz djela Georges Pereca (*La Disparition, La Vie mode d'emploi*) i Raymonda Queneaua (*Les Fleurs bleues*).

**Literary Anthroponyms and Translation Challenges**

In studying and interpreting literary works, character names often play an important role, as specific linguistic signs that flow over into symbolic-poetic space. A name as a linguistic sign enters the communication process, and the information, transmitted by means of semi features from the conceptual to the lexical level, is a part of the potential word (Fr. *parole potentielle*) that precedes each use. In the potential word, there is also a potential marker (Fr. *signifié de puissance*), which is always only partly available, depending on the participants in the communication. Although, unlike the appellative, it does not have the invariant concept (cf. Wierzbicka 1996: 264) or the existential presumption (cf. Kleiber, 2001), the proper name in the statement possesses a referential character as a subject of identification. Thus his referentiality is accomplished; he is a descriptor of a concrete discourse. Moreover, referring to Gutschmid (1987: 492), Benedicta Windt (2005: 46-47) considers that literary onomastician should not be limited to describing and explaining each particular name, but should study the entire structure of the so-called "onomastic landscape" within a work. Proper nouns did not only provoke divergent views of linguists and philosophers of language, but they also represent a wealth of challenges for translation theorists (cf. Ballard 2001) who, by examining the possibilities of transferring it to the target language-culture, contribute to a better understanding both of the formal features of the proper noun as a linguistic sign and of its relationship with the referent regarding the context, in other words, of its status within the source and the target culture (society). In our contribution, we propose to examine translation approaches to anthroponyms, which are actualized within a certain literary context, as well as the role that their initial, potential status plays in the reactualization in the target language-culture. For this purpose, we will take some examples from the works of Georges Perec (*La Disparition, La Vie mode d'emploi*) and Raymond Queneau (*Les Fleurs bleues*).

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### **Investigating Content and Language Integrated Learning: Insights into Teachers' Thinking and Practice**

Content and language integrated learning (CLIL) is considered to be an innovative approach to fostering multilingualism in education in Europe (cf. Merino and Lasagabaster 2018). In order to accomplish this goal, CLIL teachers should have linguistic and methodological competences for subject teaching, assessment, materials development and classroom management in a foreign language. However, not many subject teachers have the necessary language skills, nor have they been trained in multilingual teaching (Vilkancienė and Rozgienė 2017). In fact, few teachers have gained formal qualifications in CLIL, and the majority learn how to teach CLIL while on the job or during in-service training (Housen 2002).

Given that CLIL imposes increased organisational, linguistic and cognitive demands on educators, this study aims to provide insights into their thoughts and concerns about the struggles they face. The case-study research consists of semi-structured interviews which explore the experiences and viewpoints of eight high school teachers involved in CLIL, and investigate their attitudes towards the broader educational context. The common problems they face are related to: a) inadequate language proficiency, b) dual-focused form of instruction, c) selection, adaptation and design of course material, d) alignment of CLIL subjects with national guidelines, and e) assessment of student knowledge. What the teachers also complain about is a lack of support and guidance for CLIL education at the national level. Therefore, they would like to see formal CLIL teacher training, proper support for and supervision of teachers, clear directions in curriculum development, better inter-institutional collaboration, and effective communication and cooperation between the Ministry, Education and Teacher Training Agency, and CLIL schools. It will be argued that CLIL warrants greater attention and consideration from national institutions, higher education program developers, and secondary education policy makers.

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### **Assessing ESL Learners' Pragmatic Competence at CEFR B2-C2 Levels**

As the number of overseas students and employees in English-speaking countries has exponentially increased over the last decades, the importance of pragmatic competence in the successful social integration of L2 speakers has been highlighted and the need for assessing it has become more pressing (e.g. Ross and Kasper, 2013). Most currently available pragmatic tests are based on the Speech Act Theory as a theoretical framework and use discourse completion tasks as test instruments. However, both of these have been criticized lately for overlooking the importance of the discursive side of pragmatics, which requires the use of online processing skills (e.g. Roever 2011).

The aim of this research was, therefore, to investigate an approach in assessing B2-C2 level learners' pragmatic competence in extended oral discourse. It aimed to identify some criterial features defining the level of B2-C2 ESL learners' pragmatic competence and to examine the extent to which a dialogic task format allows these learners to display their pragmatic competence.

Data were collected from thirty international university students at B2-C2 levels with several different L1 backgrounds, who performed two dialogic test tasks with differing contextual variables in terms of power constellation and task imposition. This was then followed by a semi-structured interview to gain the participants' perspectives on the given contexts. Performance of the tasks was video recorded, transcribed and analysed quantitatively, using selected coding categories from Blum-Kulka *et al.* (1989) and Barron (2003), as well as qualitatively using a Conversation Analytic framework.

The results indicate that with increasing language competence ESL learners used more and a wider range of pragmalinguistic devices. The data from the semi-structured interviews also highlighted that with increasing proficiency there was a greater depth of analysis of the different contexts, and participants at higher proficiency levels seemed to be more aware of the connection between their language use and social context. However, the comparison of participants' evaluation of the contexts and their actual language use, in terms of pragmatic features, indicated that only C2 level participants had sufficient cognitive capacity to adjust their language to reflect their own pragmatic intentions in online processing.

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**Karla Zvonar, Marko Liker, Lidija Orešković Dvorski***Sveučilište u Zagrebu***Vokalski prostor kroatofonih govornika francuskog jezika: akustička analiza**

U današnje vrijeme izgovorna komponenta često je marginalizirana u nastavi stranog jezika. Iako su sociolingvistička istraživanja pokazala da strani akcent govornika može negativno utjecati na percepciju njegove vjerodostojnosti i imati posljedice na njegov privatni i poslovni život, često se smatra kako fonetska korekcija izgovora nije najbitniji element u poučavanju stranog jezika. Poučavanje izgovora vokala posebno je problematično jer se pokazalo da vokali nemaju jasne artikulacijske odrednice kao konsonanti. Drugim riječima, vrlo je teško odrediti točne stupnjeve otvorenosti i prednosti vokala te granice između njih unutar usne šupljine. Korekcija izgovora posebno je složena u slučajevima kada se vokalski sustavi materinskog i stranog jezika razlikuju brojem i kvalitetom vokala, kao što su to hrvatski i francuski vokalski sustavi. Tehnološki razvoj omogućio je naprednije i sofisticiranije metode korekcije izgovora od kojih je jedna akustička metoda korištena u ovome istraživanju.

Vokalski sustav francuskog jezika relativno je bogat, pa male razlike u realizaciji vokala mogu dovesti do razlika u značenju. Zbog toga je cilj ovog istraživanja analizirati napredak u izgovoru francuskih oralnih vokala u kroatofonih studenata francuskog jezika i književnosti. Pretpostavilo se da će rubni vokali biti najstabilniji, da će poluotvoreni i poluotvoreni vokali biti neutralizirani te da će prednji zaokruženi vokali biti nedovoljno zaokruženi i stražnjiji. Za potrebe ovog istraživanja u studiju za akustička snimanja snimljeno je 15 kroatofonih studenata francuskog jezika i književnosti i to dva puta – na početku i na kraju semestra. Na temelju 20 riječi stavljenih u identičnu rečeničnu konstrukciju provedene su analiza frekvencijskih vrijednosti prvih triju formanta te statistička analiza. Rezultati su pokazali značajnu razliku u rubnim vokalima između dva snimanja, pri čemu je došlo do povećanja vokalskog prostora u drugom snimanju. Međutim, na drugom snimanju ispitanici su i dalje neutralizirali poluotvorene i poluotvorene vokale, a nedovoljnu zaokruženosť kompenzirali su stražnjijim izgovorom. Rezultatima akustičke i statističke analize otvorena su mnoga buduća istraživačka pitanja na području percepcije govora i koartikulacije u stranom jeziku.

**Vowel Space of Croatian-Speaking Learners of French: Acoustic Analysis**

Pronunciation has often been marginalized in foreign language teaching. Although many sociolinguistic studies showed that a foreign accent can have a negative impact on the perception of speaker's credibility and consequently on his private and professional life, pronunciation correction is often considered less important in foreign language teaching. Pronunciation of vowels is more problematic to teach because of their unclear articulatory features. It is difficult to determine accurately the degrees of aperture and frontness/backness of the vowels, as well as their boundaries in the oral cavity. Pronunciation correction is even more complicated when vowel systems of the native and the foreign language differ considerably in vowel quantity and quality, which is the case in Croatian and French vowel systems. Technological development has provided advanced methods of speech correction. One of them is the acoustic method used in this research.

The vowel system of French is relatively complex when compared with the Croatian vowel system and small changes in pronunciation can result in changes in meaning. Thus, our main goal was to evaluate progress in the pronunciation of French oral vowels in Croatian students of French language and literature. Our hypotheses were that corner vowels would prove to be the most stable (1), that mid-close and mid-open vowels would be neutralized (2) and that front rounded vowels would be insufficiently rounded and retracted. For the purposes of this investigation, 15 Croatian students of French language and literature were recorded in a sound treated booth twice – at the beginning and at the end of the semester. The analysis of formant frequencies and the statistical analysis using RM ANOVA were performed on 20 words embedded in carrier sentences. The results showed significant differences in corner vowels between the two recording sessions, whereby speakers demonstrated vowel space enlargement in the second recording session. However, the neutralisation of mid-close and mid-open vowels as well as insufficient differentiation between rounded and unrounded vowels could still be observed. Speakers tended to compensate insufficient rounding with backward tongue movement. These results opened many research questions in the field of speech perception and coarticulatory processes in foreign language learning.

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